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Teaching Vocabulary for Promoting Learner Autonomy in EFL Classes

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Název DP:	VÝUKA SLOVNÍ ZÁSObY SE ZAMĚŘENÍM NA ROZVOJ AUTONOMNÍHO UČENÍ V HODINÁCH ANGLICKÉHO JAZYKA
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Cíl:	<p>Cílem této práce je navrhnout učební strategie a metody, které budou zaměřeny na rozvoj slovní zásoby a povedou k autonomnímu učení žáků. Měly by podnítit u žáků větší samostatnost a zodpovědnost k učení se anglickému jazyku a zároveň schopnost plánovat, realizovat a ohodnotit svůj vlastní proces učení.</p> <p>Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka.</p> <p>Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.</p> <p>Specifikum uvedeného projektu spočívá v tom, že si žáci osvojí strategie a techniky, které budou moci samostatně využívat ve svém budoucím povolání i v běžném životě.</p>
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Čestné prohlášení

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Poděkování

Na tomto místě bych ráda poděkovala Mgr. Renatě Šimůnkové, Ph.D. za vedení mé diplomové práce, hlavně za její trpělivost, vstřícnost, rady a čas.

Poděkování patří také mé rodině za podporu při studiu a tvorbu potřebného zázemí.

Anotace

Tato diplomová práce se zabývá použitím dvojjazyčného slovníku v hodinách anglického jazyka na základních školách. Slovník je prostředek, který rozvíjí slovní zásobu žáků a vede je k samostanosti a nezávislosti. Diplomová práce se skládá z teoretické, metodologické a praktické části. Teoretická část vysvětluje pojetí slovní zásoby z hlediska učení i vyučování a dále seznamuje čtenáře s pojetím autonomního učení. Metodologická část nabízí způsoby jak implementovat výuku práce se slovníkem do hodin anglického jazyka a jak rozvíjet žákovu autonomii. Praktická část zahrnuje projekt, jehož cílem je naučit žáky základním dovednostem při práci se slovníkem. Projekt je hodnocen na základě reflexí z hodin a na základě výsledků testů. Poslední část shrnuje výsledky tohoto projektu, upozorňuje na jeho pozitivní efekty a implikuje důsledky pro budoucí výuku práce se slovníkem v hodinách anglického jazyka.

Klíčová slova: slovní zásoba, slovník, autonomní učení, dovednosti při práci se slovníkem.

Abstract

This diploma thesis examines the use of a bilingual dictionary in EFL classes. The dictionary is considered as a means of promoting learner autonomy and developing vocabulary. The thesis consists of three parts - theoretical, methodological and practical. The theoretical part explains the concept of vocabulary learning, vocabulary teaching and autonomous learning. Methodological part proposes some methods for implementing dictionary skills and developing learner autonomy in class. The practical part includes a project which aims at teaching dictionary skills to lower secondary students. The project is analyzed and evaluated on the basis of reflections from the lessons and the test results. The final part reports the beneficial effects of the dictionary training and draws possible teaching implications.

Keywords: vocabulary, dictionary, autonomous learning, dictionary skills.

Anotación

Esta tesis trata sobre el uso del diccionario bilingüe en las clases de Inglés en las escuelas primarias. El diccionario es un recurso que se desarrolla el léxico de los estudiantes y los lleva a la autosuficiencia y la independencia. La tesis se compone de partes teóricas, metodológicas y prácticas. La parte teórica explica el concepto del léxico en términos de aprendizaje y enseñanza y además presenta a los lectores el concepto de aprendizaje autónomo. La sección metodológica ofrece los modos de aplicar la enseñanza del trabajo de diccionario en horas de Inglés y la forma de desarrollar la autonomía del alumno. La parte práctica incluye un proyecto cuyo objetivo es enseñar a los estudiantes las habilidades básicas en el trabajo con el diccionario. El proyecto se evalúa sobre la base de la reflexión de la clase y sobre la base de resultados de las pruebas. La última parte resume los resultados de este proyecto, llama la atención sobre sus efectos positivos e implica consecuencias para el futuro trabajo de enseñanza con un diccionario de clases de idioma Inglés.

Palabras claves: El léxico, el diccionario, la autosuficiencia, las habilidades básicas.

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Seznam zkratek

AL - autonomous learning

EFL - English as a Foreign Language

L1 - mother tongue

L2 - second language

S - student

Ss - students

T - teacher

Introduction

Nowadays, having the ability to speak English is becoming an inevitable part of our lives. However, to be able to speak, write, read and understand English as a foreign language, it is necessary to know a large number of words. Vocabulary is seen as the most important aspect for success in foreign language learning.

Since vocabulary is so important in learning a foreign language, teachers as well as learners should devote their time to it. Nevertheless, time spent on learning new words in class cannot be sufficient and successful learners know that they have to work on vocabulary out of class as often as possible. The question is how to become a successful learner.

Successful learner can be anybody who is willing to make an effort and learn English on their own without teacher's help. Successful learner knows that hard work is hidden behind vocabulary knowledge and that the hard work is not only on their teachers but mainly on them. Therefore, teachers should find the ways to help their learners to become successful and independent and promote the concept of autonomous learning, which is so vital in foreign language learning development.

This diploma thesis presents one of the way to do it. It highlights the need to equip learners with dictionary skills. Dictionary is regarded as an indispensable tool for learning a foreign language and so that it is very useful for learners to be able to use it. However, it is important to train learners first in order to benefit from a dictionary and use it effectively. Thus, the main part of this thesis focuses on dictionary training and it is completed with the theoretical and methodological part which support the belief that dictionary use enhances learner autonomy and vocabulary development.

1 Theoretical background

The first part intends to provide readers with the theories concerning this topic. This part is divided into three sections. Section 1.1 deals with vocabulary learning, Section 1.2 provides readers with the theory concerning vocabulary teaching and Section 1.3 intends to present the theory about autonomous learning.

1.1 Vocabulary learning

This section tries to explain the terms receptive and productive skills, vocabulary acquisition and learning, and discusses how words are known, memorized and learned.

1.1.1 Receptive and productive skills

There are four skills which play a key role in foreign language learning: speaking, writing, listening and reading. All of them are vital to master for successful language learning. In general, these skills are divided into two main types: productive (writing, speaking) and receptive (reading, listening).

Productive skills, also known as active skills, involve production of language in written or in spoken form. Receptive skills, known as passive skills, are those by which learners receive language. All of these skills require vocabulary knowledge. Obviously, it is not possible to write, read or listen to a text without knowing and understanding the words in it, and it is not possible to speak without knowing words. Here arises the important question: what does it mean to know a word?

1.1.2 Knowing a word - receptively and productively

In general, knowing a word means to know its form, meaning and use. Yet, these three aspects can be further divided. For instance, according to Nation (2005:583-4):

1. knowing the form of a word involves to know its spelling, pronunciation including stress, and word parts;
2. knowing the meaning of a word involves linking its form and meaning, knowing a concept for the word and what it can refer to, and knowing the other words it can be associated with;

3. knowing the use of a word involves knowing the grammatical functions of the word, its collocations and function (whether the word is formal or informal, etc.).

Using words should be the main goal of every learner, but it should be added that words can be used either receptively or productively. According to Nation (2001), “[r]eceptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning,” while “[p]roductive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (Nation 2001:24-25).

In other words, receptive vocabulary is the words that we recognise but which we are not able to use in speaking or writing, and productive vocabulary is the words that we use to speak and write. It is generally assumed that we have a larger receptive than productive vocabulary and that “receptive learning and use is easier than productive learning and use” (Nation 2001:28).

For instance, when we are reading, we recognise the written form of the word and retrieve its particular meaning. However, it does not mean that after the one encounter with the word we can say that we know this word. We need to come across it again and again. And these encounters with the word also mean that we gain more information about it. Scott (2005) says “as a word is encountered repeatedly over time, information about the word grows and it moves up the continuum toward ‘known’” (Scott 2005:71). For successful learning we further need to use this word in speaking or writing - otherwise stated, we have to transfer the word from our passive knowledge to active knowledge.

1.1.3 Vocabulary acquisition

Before explaining how foreign language learners acquire new words, it is necessary to explain the difference between the terms vocabulary acquisition and vocabulary learning.

Generally, the term *acquisition* is connected to the first language (mother tongue = L1). The process of acquiring an L1 occurs from early childhood in our homes and later at schools and it is associated with the second (foreign) language (L2) acquisition. Schmitt (2000) suggests the two main processes of L1 vocabulary acquisition: “*explicit learning* through the focused study of words and *incidental learning* through exposure when one’s attention is focused on the use of language, rather than the learning itself” (Schmitt 2000:116). He further adds that the same processes can be found in L2 vocabulary acquisition but with the different learning context.

When we imagine a small child learning their first language in their natural environment and another child learning an L2 in a nursery school for example one lesson a day in a non-English environment, we can compare the different learning context. Probably, the context where an L2 is learned/acquired does not have to be as helpful as it is in L1. Surely, the exposure is greater in L1 acquisition and so that there is greater incidental learning that occurs mainly through verbal interaction, while in L2 acquisition explicit learning dominates. However, for L2 acquisition “both explicit and incidental learning are necessary, and should be seen as complementary“ (Schmitt 2000:121).

To conclude in short, vocabulary learning can be linked to explicit learning while incidental learning to vocabulary acquisition. Since both *explicit* and *incidental learning* can be found in vocabulary learning and teaching processes, these two terms *learning* and *acquisition* are used interchangeably.

1.1.4 Memorizing words

Undoubtedly, there would be no acquisition and learning if the words were not remembered. Memory plays a key role in the process of vocabulary acquisition and learning and enables us to store thousands of words in it.

In general, it is divided into two types: short-term memory and long-term memory. Long-term memory is able to store huge amounts of information while short-term memory has a limited storage capacity. Higbee (2001:24-25) describes the process of remembering information as follows: first a piece of information gets to the short-term memory, then it is coded and transferred into the long-term memory and if the coding is successful, the information is retrieved from the long-term memory.

The principle is to transfer the information from short-term memory to long-term memory, which is similar to the transfer of a word from our passive knowledge to active one. Unfortunately, not every piece of information is successfully transferred, and consequently forgotten. Forgetting is a normal part of learning. Schmitt (2000) found out an interesting fact that “most of the forgetting occurred with words that were only known receptively; productive words were much less prone to forgetting“ (Schmitt 2000:129). Therefore, it is necessary to prevent forgetting of receptively known words and transfer them into our active knowledge and long-term memory.

Schmitt (2000) also highlights that “forgetting occurs soon after the end of the learning session“ and proves it on the well-known forgetting curve which “indicates that it is critical

to have a review session soon after the learning session, but less essential as time goes on“ (Schmitt 2000:130). Sökmen (1997) has a very similar point of view on this issue. She claims that “if the encounters with a word are arranged in increasingly longer intervals, e.g. at the end of the class session, then 24 hours later, and then a week later, there is a greater likelihood of long-term storage than if the word had been presented at regular intervals.“ (Sökmen 1997:242).

These facts conclude that it is crucial to revise vocabulary as soon as possible after the particular lesson or activity. Furthermore, it is essential to review words later as many times as possible because the words are also learned through numerous repetitions. Generally, to learn a word requires five to sixteen or more repetitions (Nation 1990:44). It differs according to every learner because repetition is a kind of vocabulary learning strategy.

1.1.5 Vocabulary learning strategies

Process of vocabulary acquisition and learning can be facilitated by different vocabulary learning strategies. There are many different strategies to learn a word - not only commonly known strategies such as writing down a word into one's notebook or memorization and repetition. There is hidden much more under the process of learning a word.

The process of acquiring and learning a word can be freely summarized according to Schmitt's list of strategies (Schmitt 2000:134) into the following steps: first students encounter an unknown word, they analyze its part of speech and its affixes and roots, then they check whether the word is cognate with their L1, later they analyze any pictures or gestures if they are available, after that they try to guess the meaning from context and finally they use a dictionary or ask a teacher, classmates or other people for its meaning. According to Schmitt (2000), these are strategies for the initial discovery of a word's meaning.

The following are strategies for remembering. As Schmitt (2000) states they involve connecting the word to previously learned knowledge, grouping words together, focusing on spelling and pronunciation (e.g. say it aloud), using physical action when learning a word, then using means to study vocabulary, such as keeping a notebook, word lists, cards or labels and repeat the word through them (verbal and written repetition). Lastly, students have to plan, monitor and evaluate their best ways to study and continue to learn the word.

Schmitt (2000) has further done the research among Japanese students and revealed that they found bilingual dictionaries, written and spoken repetition, studying the spelling of the word and guessing it from context the most favoured strategies when they were learning words (Schmitt 2000:136-9).

In conclusion, these findings confirm that learners use the strategies when learning vocabulary and find them helpful. Therefore, to facilitate learners the process of vocabulary learning, Schmitt (2000) suggests that teachers should incorporate strategy training in their classes, however they must be very sensitive to their learners and their needs (Schmitt 2000:136).

1.1.7 Characteristics of lower secondary school learners

Before teachers decide what and how to teach, they have to consider many things. The most important thing is to know who are their students. Since this study aimed at lower secondary school students, it is vital to generalise a few characteristics of this type of learners.

The most typical characteristic is that these students have reached puberty - the state when they are changing mentally and physically. Puberty is the period when teenagers search for their identity. According to Harmer (2001:39) the identity is created among their classmates and friends so that the peer approval is more important to them than the attention of the teacher. Harmer further adds that apart from the peer approval they also have the need for self-esteem.

The other things good to know about teenagers are that they are very creative, able to learn a lot and if there are things that interest them, they are willing to work hard and even with a passion. Therefore, teachers should attract their attention by interesting materials and activities that are not only attractive for learners but also close to them. So that it is useful to take an interest in their students, their free time, hobbies etc. Moreover, teachers should follow current trends such as new films, songs etc., and also give their learners the possibility to bring their chosen material into the class and contribute then to work in class. Furthermore, teachers should discuss with their learners the aims of their learning and teaching, set them together and obviously achieve them.

1.2 Vocabulary teaching

This section does not contain a universal recipe to teach vocabulary because it is not the aim, however, it demonstrates the principles that should be considered during teaching vocabulary to foreign language learners.

1.2.1 The importance of context

Teachers are responsible for teaching vocabulary and, fortunately, they can decide the way they will do it. Nonetheless, there are still traditional ways of teaching vocabulary in schools. It can be observed that pupils are given a list of words to learn without any provided context only with the single meanings of the words and later they take a test on the words again without any context. This way can surely show that students are able to learn the words, however, are they able to use them in everyday life? Are these words integrated in their speaking, writing, listening and reading skills?

As it was indicated before the aim of vocabulary learning is to transfer the words from our passive knowledge to active one. The aim for vocabulary teaching should be the same - the point is how to achieve it.

The first step is to stop teaching words without context. The reason is that context plays an important role in learning new vocabulary. Through it learners can understand the meaning of a word and also remember it. However, it does not mean that through every context learners are able to remember a word, not every context is so helpful and comprehensible for them. As Aebersold and Field (1997) say, “most students need to see a word many times in different contexts before it is learned, or entered into long-term memory“ (Aebersold & Field 1997:139) and they further confirm that “vocabulary should be presented, practised, and reviewed within a context“ (Aebersold & Field 1997:141).

Furthermore, for learners it is important to recall the context in which the new word was learned - “this is because when we learn something our memories also record something about the context in which it was learned and even about the way we learned it, for example, by reading or hearing it“ (Lightbown & Spada 2006:40).

The key to success is then to provide adequate context to learners. Thus, it is necessary not to stick to only one vocabulary teaching strategy, but try to enrich the class environment with different contexts through different vocabulary teaching methods and strategies, moreover strategies promoting autonomous learning.

To sum up, we have learned so far that for teaching and learning vocabulary it is important to select the right strategy which will be practical for teaching and learning vocabulary, will involve context, and promote autonomy. It is assumed that dictionary use can satisfy these conditions and moreover, it belongs to the most favourite vocabulary learning strategies, therefore it was chosen for this study.

1.2.2 Use of a dictionary

Since a dictionary is an indispensable tool for learning a foreign language, it is very useful to be able to use it. However, to be able to use a dictionary effectively, learners need to be trained in it, mainly the low-proficiency learners. The skill of using a dictionary surely helps them to ease the process of language learning and leads them to be more independent. Such training in dictionary use can start by giving learners a presentation on what useful information a dictionary provides and why we can use it. Most of the purposes, why one can use a dictionary, are covered in the following list taken from Nation (2001).

Comprehension (decoding)

- Look up unknown words met while listening, reading or translating.
- Confirm the meanings of partly known words.
- Confirm guesses from context.

Production (encoding)

- Look up unknown words needed to speak, write or translate.
- Look up the spelling, pronunciation, meaning, grammar, constraints on use, collocations, inflections and derived forms of partly known words needed to speak, write or translate.
- Confirm the spelling, pronunciation, meaning, etc. of known words.
- Check that a word exists.
- Find a different word to use instead of a known one.
- Correct an error.

Learning

- Choose unknown words to learn.
- Enrich knowledge of partly known words, including etymology.

(Nation 2001:281-2)

Within these purposes there are many other reasons why we can use a dictionary. There are also many activities teachers can do with dictionaries in class. But firstly, it is worth

mentioning which types of dictionaries exist, the benefits they have and how useful they are in vocabulary learning and teaching.

1.2.2.1 Types of dictionaries

In general, two types of dictionaries are distinguished: monolingual and bilingual. Monolingual dictionaries are those which are written in one language - in our case in English. Bilingual dictionaries are written in two languages, for example, English-Czech dictionaries use headwords in English and their meanings in Czech or vice versa.

The usefulness of both dictionaries is a topic for discussion. In most cases, monolingual dictionaries contain more information about a word than bilingual dictionaries. For instance, monolingual dictionaries can offer several example sentences where the word occurs. Furthermore, they can provide its synonym or antonym, then the difference between British and American pronunciation or the form of the word, and finally its function – whether the word is formal or informal, etc. Such kinds of information are not always found in bilingual dictionaries, but it does not mean that they are not useful. As Nation (2001) suggests, bilingual dictionaries “can be seen as a complement, rather than a competitor, to monolingual dictionaries” (Nation 2001:290).

In other words, both types of dictionaries should be used in the learning process and learners should have both on hand. However, monolingual dictionaries can be used particularly by learners who are at intermediate and higher levels because, according to Nation (2001), “a reasonable level of proficiency is needed to use a monolingual dictionary” (Nation 2001:283). In addition, there is a strong preference for bilingual dictionaries. For example, Nation (2001) refers to Baxter (1980) whose survey showed that “the students overwhelmingly used bilingual rather than monolingual dictionaries” (Nation 2001:294). Varantola (2002) also claims that “bilingual dictionaries are the users' favourites” and further adds that “they are also typically the primary dictionaries consulted and monolingual dictionaries are used only after a bilingual dictionary has failed to give a definitive answer” (Varantola 2002:35).

As far as the Czech secondary school environment is concerned, bilingual dictionaries can be widely found. It can be supposed that bilingual dictionaries are so popular because they provide the concrete meaning of the word given in the particular language and not a definition which does not have to be comprehensible to all language learners, especially to

low-level learners. Moreover, learners may be more secure when they read the concrete meaning rather than when they have to deduce it from a definition.

It is further essential to mention that dictionary use has been influenced by computer technology and by the Internet. Nowadays, students can choose among huge amounts of different online and electronical dictionaries and the tendency is to prefer them to printed dictionaries, mainly because of the accessibility and convenience (see e.g. Koren 1997).

Nevertheless, it is not sufficient to tell learners what types of dictionaries exist and how useful they are. It is also necessary to tell them that dictionaries contribute to vocabulary learning. This is reinforced by Nation (2001) who claims that “[d]ictionary use makes an important contribution to vocabulary growth, and learners can benefit from training in dictionary use” (Nation 2001:239). Let us discuss some evidence.

1.2.2.2 Dictionaries help vocabulary learning

There are several studies which have examined dictionary use on the basis of vocabulary learning and which confirmed that dictionaries help vocabulary learning. For instance, Hulstijn (1996) refers to Knight (1994) who found that “the use of a dictionary positively affects incidental vocabulary learning” and that the students who were using a dictionary during reading later remembered more word meanings than those who had no dictionary at their disposal (Hulstijn *et al.*, 1996:328).

A similar study was carried out by Luppescu and Day (1993) who are quoted by Read (2000) and who found out that “learners who were allowed to use a bilingual dictionary scored higher on a vocabulary post-test than students who were not allowed to” (Read 2000:47).

Nation (2001), for instance, refers to Fraser (1999) who discovered that “more vocabulary was retained from inferring from context when the inferring was followed up by consulting a dictionary” (Nation 2001:239).

Another interesting view over the dictionaries has been held by Koren (1997) who compared printed and electronical dictionaries and concluded that learners can learn more from printed dictionaries. These dictionaries provide more information about the word than electronic ones where only the meaning of the word can often be found. Koren also highlights printed dictionaries because of the retention. Retention is better here, since while one is looking up a word in a printed dictionary, they have to retain a word in their

memory longer, until the word is found, than when working with the electronic dictionary. Searching in a printed dictionary is also vital for another repetition of the word which helps to vocabulary learning. Moreover, a sentence context can be found in some dictionaries.

To sum up, there are many surveys confirming that a dictionary is a very useful and convenient tool which helps vocabulary learning. So that it should deserve a significant amount of classroom time, mainly when a teacher wants their learners to be able to use it effectively and independently.

1.2.2.3 Good bilingual dictionary

There has been a significant progress in developing monolingual as well as bilingual dictionaries in last years. More and more dictionaries are printed, and more and more useful information is added to them. Since in the Czech class environment bilingual dictionaries dominate, let us focus on them. The purpose is not to mention and describe every dictionary that exists in the Czech Republic, but to summarize the description of a good bilingual dictionary and the useful information it should contain.

The important features of a good dictionary are concluded from an article by Atkins called *Bilingual Dictionaries: Past, Present and Future* (1996). Atkins says that the headwords in a good bilingual dictionary are carefully analysed and explained and their target language equivalents are set out clearly and helpfully. Concerning grammar there is enough information to allow the foreign language word to be used correctly. Good dictionary further includes collocations wherever is possible. Moreover, it is full of linguistic information, such as style, register, region and so on, and it also includes information from pragmatics - often in the form of usage notes. Another important feature that Atkins emphasizes is up-to-date language. In addition, a good dictionary accommodates its user's competence, objectives and needs. It provides rich explanatory material and metalanguage tailored to the user. Furthermore, front and back of the dictionary is informative, often including verb tables and further information which can help the user. Finally, the dictionaries are clearly printed and text is carefully designed.

According to the features mentioned above, particular information that is supposed to be found in a good bilingual dictionary has been concluded. Good bilingual dictionaries should generally provide the following information:

- spelling of the word
- number of syllables

- pronunciation
- word stress
- part of speech
- irregular plurals of nouns
- irregular forms of verbs
- British and American varieties of the word (spelling, pronunciation)
- comparative and superlatives of adjectives
- countable and uncountable nouns
- all meanings that the word has
- synonyms and antonyms
- an example sentence with the word
- derivatives of the word
- special uses of the word - formal, informal, disapproving etc.
- collocations
- idioms
- frequency of the word

Furthermore, we can expect that bilingual dictionaries will contain a user's guide which explains the abbreviations, symbols and which gives a key to a dictionary entry. Headwords, certainly listed in alphabetical order, can be given in a different colour from their explanations. Headwords can be also written in different size according to their frequency of usage. In addition, every page should have a highlighted letter with a guide word on the top, which enables users to find the word quickly and easily.

In conclusion, it was mentioned that a dictionary is an important tool in language learning, but the information about a good bilingual dictionaries has enlightened us that not every dictionary is the same and can be so helpful. Thus, teachers should provide their learners with the features of a good bilingual dictionary and prompt them to choose carefully. Finally, and most importantly, teachers should teach the learners to use a dictionary in order to benefit from it and become independent.

1.3 Autonomous learning

This section intends to summarize the basic characteristics of autonomous learning and autonomous learners. In addition, it presents one way of implementing autonomy in second language learning.

1.3.1 Characteristics of autonomous learning

Every teacher has certainly experienced that their effort in teaching was not appreciated by their learners. It is common that learners are, for instance, not willing to cooperate, to practise language, to do their homework, to learn what they are supposed to learn etc. It can be assumed that teacher's and learners' expectations are not the same. In other words, this means that learners expect that they will be taught and not that they should learn. They rely only on their teacher to be responsible for their learning but not on themselves. This must be changed and learners have to realize that this shift is vital for their successful learning. This shift or change of roles can lead them to autonomous learning (AL), which is one of the most important goals of education.

Unfortunately, it is difficult to define autonomous learning since there are many different definitions of this concept. Moreover, they are further developing and changing since autonomy is still a centre of interest. Nevertheless, one of the first definition of autonomous learning was given by Holec. He defined autonomy as “the ability to take charge of one's own learning” (Holec 1981:3) and this principle can be found in many other developed definitions.

There are also terms that are very close to AL such as independent learning, self-directed learning or self-access learning (learners choose their own materials to study). All these approaches are supposed to lead in autonomy. For example, Gardner & Miller (1999) see self-access “as a way of encouraging learners to move from teachers dependence towards autonomy” (Gardner & Miller 1999:8). Very often independent learning and autonomous learning are used interchangeably, in this study as well.

To conclude, AL can be understood as a transfer from dependence into independence. Learners have to take responsibility for their learning and realize that they contribute to their learning more than their teacher. However, teachers are still the first who can introduce this concept to them.

1.3.2 Characteristics of autonomous learners

Another way to specify autonomous learning is to describe autonomous learners. There are many characteristics of autonomous learners. For instance, Benson *et al.* (2001) refers to Candy (1991) who suggests several characteristics linked with autonomous learning. According to Candy, autonomous learners are:

- methodical and disciplined
- logical and analytical
- reflective and self-aware
- curious and motivated
- flexible
- interdependent and interpersonally competent
- persistent and responsible
- venturesome and creative
- self-confident
- independent and self sufficient

Furthermore, he adds that autonomous learners have developed information seeking and retrieval skills, have knowledge about, and skill at learning processes, and finally develop and use criteria for evaluating (adapted from Benson *et al.* 2001:85).

In general, we can say that the term autonomous learners refers to the students who are able to learn on their own outside of the classroom. Autonomous learners recognize their learning style and are aware that the process of learning a language continues all through their lives. They realize that they have to carry on learning when a language course has finished. Autonomous learners simply know what is involved in learning a foreign language.

It can be assumed that lower secondary learners are far from these characteristics. Generally speaking, the older and more experienced one is, the more autonomous and independent, but every learner is more or less able to become autonomous. Thus, teacher's role is to create autonomous learning environment as soon as possible.

1.3.3 Levels of learner autonomy

Teachers have an important role in promoting learner autonomy within classroom practice. They want their students to become independent and responsible for their own learning. However, AL must be seen as a gradual process when learners are becoming less

dependent on their teacher and which is being influenced by many social and psychological factors (learner's needs, motivation, volition, experience, knowledge). So what are the possible steps work towards learner autonomy?

The Nunan's scheme describing five levels of implementing autonomy was chosen as the appropriate concept to follow because it can be used in the classroom setting. Nunan (1997) has labelled these five levels: Awareness, Involvement, Intervention, Creation and Transcendence. Here is a detailed description of these levels.

The initial level, Nunan (1997:194-5) proposes, should raise learners awareness of the pedagogical goals and content of the materials they are using, furthermore, learners should be encouraged to identify the strategy that is implied in the pedagogical tasks and also their own preferred learning styles and strategies. Nunan points out that how ever it might seem obvious, it is surprisingly infrequently done, either by teachers or materials writer. The second step moves learners from awareness to active involvement. They are selecting their own goals from a range of options of goals, content and tasks. At the next level learners are intervened in modifying and adapting the goals, content and tasks to be more relevant to them. At the next level called Creation learners create their own goals, content and task. Lastly, Transcendence means that learners become fully autonomous and transcend the classroom. They can become teachers or researchers. However, Nunan points out that fully autonomous learners are a rarity.

According to Nunan these levels can overlap and learners can move back and forth between them. He further adds that "the extent to which autonomy can be developed will be constrained by a broad range of personal, interpersonal, institutional and cultural factors" (Nunan 1997:203).

To conclude, Nunan confirms that in order to achieve learners' autonomy, teachers are important there because they make learners become aware of the strategies that they are using or can use. Moreover, Nunan claims that "encouraging learners to move towards autonomy is best done inside the language classroom" (Nunan 1997:201). In short, teacher's role is crucial for building autonomy.

2 Methodology

In the previous theoretical part relevant aspects concerning vocabulary learning and teaching, dictionaries, and autonomous learning were discussed. Theory has revealed that dictionary use is one of the most favourite vocabulary learning strategies and it can lead to vocabulary learning. Moreover, it can promote autonomous learning. This part intends to disclose how this strategy can be implemented in classroom environment.

2.1 Dictionary skills

It was mentioned before that a dictionary is an indispensable tool for learning a language which helps learners to become independent. The goal of this study is therefore to teach the learners to use a bilingual dictionary effectively and independently. It is supposed that when teachers help their learners with dictionary use, their learners' confidence in language learning will develop and it will promote their autonomy in vocabulary learning. However, first it is worth mentioning what skills are included in using a dictionary and thus relevant for training.

According to Scrivener (2005:317) there are two key general skills: knowing alphabetical order and phonemic script. These skills enable learners to quickly find a keyword entry and to find which sounds are pronounced. Beyond that, Scrivener distinguishes other important dictionary skills such as:

- Checking whether your spelling of a word is correct.
- Finding how many syllables a word has.
- Learning where a word is stressed.
- Interpreting definitions.
- Selecting the word that best expresses the meaning you want.
- Selecting between different meanings of the same word.
- Selecting the correct grammatical form of a word.
- Finding the plural of a word.
- Extrapolating from example sentences.
- Making use of collocations.
- Finding idiomatic expressions.

(Scrivener 2005:317-8)

Teachers should work on these skills to help learners to use a dictionary effectively and independently by including systematic dictionary training in their lessons. Scrivener (2005) even recommends to use a dictionary for seven minutes every two or three lessons rather than use time with fillers and games. There are many other authors (Harmer 2001, Wright 1998, Leaney 2007) who emphasize the importance of dictionary training in class and their findings and activities helped us to draw several conclusions for dictionary training.

2.2 Teaching dictionary skills

It is known that a dictionary is a very useful tool which plays an important role in language learning. It is also a book which contains a huge amount of information about vocabulary. However, it could be difficult to disclose and use all the wealth of information it contains. Learners commonly use a dictionary only to look up a word meaning, and sometimes even the meaning can be found inappropriately.

For the learners' benefit it is therefore necessary to improve and extend the ways in which they use a dictionary. Thus the aim for dictionary training, through which dictionary skills are built, should be to help learners to get the most information out of their dictionaries. Teachers can also highlight the fact that a dictionary is essential within all four language skills (receptive as well as productive) and then motivate students for training. Nevertheless, before dictionary training is put into practice, there should be considered several important conditions, aspects and advice which were concluded from the authors mentioned above (Harmer 2001, Wright 1998, Leaney 2007) and from my teaching practice.

1. It is good to start training with a short explanation about the importance of dictionary use which can lead to independence and autonomy. It can likely motivate learners to use such a fundamental tool.
2. For effective dictionary training it is advised that students should use the same dictionary. Fortunately, many schools have a class set of dictionaries at learners' disposal so this condition can be easily fulfilled.
3. Looking above at the dictionary skills, alphabet order is vital to master. Since the Roman alphabet is used in English and in Czech, it is supposed that this does not cause any serious difficulties. However, for Czech students the English words starting with *ch* are sometimes

problematic, because they do not realize that they should look up such words within the letter *c* instead.

4. Another step is to help learners familiarize with a dictionary. It means to explain which sections can be found in a dictionary. For example, an introduction and an explanation of the entry, abbreviations etc. are found at the beginning, appendices can be found at the end or in the middle of a dictionary.

5. Explanation of the particular symbols, abbreviations and other terminology involved in a dictionary is essential. For learners it is also useful to know the most common abbreviations by heart since they will meet them repeatedly.

6. It is also vital to prepare a short demonstration which explains headwords and its entries.

7. Learners should know the phonemic symbols. However, this could cause difficulties since some bilingual dictionaries do not use the standardized IPA symbols. Fortunately, these different symbols can be enlightened by teachers or they are explained in a dictionary.

8. Word stress is closely related to phonemic transcription and thus it can be learned with pronunciation at the same time. It is also necessary to distinguish number of syllables of a word to be able to recognize the word stress correctly.

9. Learners should also know parts of speech. It does not mean just to know the terminology concerning parts of speech (verbs, nouns etc.) but also to recognize them in a text. This skill is also built in their mother tongue, thus it should not cause any serious problems. However, one English word often belongs to more than one part of speech and this is vital to emphasize to learners.

10. It is also important to understand word formation, mainly affixes, because it can help learners to find a word in a dictionary easily. For instance, the word *unreliable* do not have to be found within the letter *u* and learners can suppose that this word is not included in their dictionary. Especially low level learners do not have to realize that this word can be found within the headword *reliable* or *rely*.

11. Furthermore, learners should be able to work with several meanings of the word and choose the most appropriate one. They should know that a lot of English words have many different meanings. Teachers could tell learners that the meanings are put in dictionaries in

order how common they are. So learners should be encouraged to read entries carefully and not to forget about the context where the word has been given.

12. They should be also instructed in different varieties of English, at least in differences between American and British vocabulary. Learners should know that sometimes the words differ in spelling (centre, center) or pronunciation, sometimes the whole form of the word is different (holiday, vacation).

13. Learners should be further able to identify the grammar information about the word, this can be made easier by reading example sentences. Obviously, learners should have previous knowledge about grammar to be able to identify the rule correctly (for example, they should know that there is a difference between countable and uncountable nouns or irregular and regular verbs).

14. It is also very useful to realize that a bilingual dictionary has two parts and each part can provide different information of the word. For instance the English-Czech part often mentions additional information such as irregular forms of verbs but the Czech-English part does not. Thus, it is necessary to encourage learners to consult both part of the dictionary.

Obviously, there will be many other aspects that teachers have to take into account before dictionary training. Reading and vocabulary learning are relevant aspects which were chosen and will be discussed in more detail in the next sections.

2.3 Reading and dictionary use

There are many researches and theories about reading which have acknowledged that learners acquire vocabulary through it. Findings show that learners can acquire not only the form and the meaning of the word from reading, but also, as Nation (2001) says, “many other kinds of information that can be learned from context that are important in the receptive and productive use of the word: [...] the part of speech of the word, its collocates, the things it can refer to and the various forms the word can take” (Nation 2001:240). Moreover, learners enrich known words and revise words that they have learned before. In addition, they improve their grammatical knowledge and reading skills.

The factors that contribute to vocabulary learning through reading are as follows. First, reading provides different and rich contexts. Second, it enables learners to meet the word many times, which is important for learning. Therefore, reading seems to be a good start

for learning vocabulary, from a teaching as well as learning point of view. Nevertheless, the point is that reading can be done outside the classroom, without any teacher's help, therefore promotes autonomous learning. And most importantly, it is supposed that learners will need a dictionary to comprehend a text. This is another reason why dictionary training is so inevitable.

However, the aim of this study is not to make learners be dependent on their dictionary and look up every unknown word they will meet in a text. It is known that for vocabulary learning it is good to try to infer the meaning of the unknown word first. It can be approved, for instance, by Read (2000) who claims that "inferencing is a desirable strategy because it involves deeper processing that is likely to contribute to better comprehension of the text as a whole and may result in some learning of the lexical item that would not otherwise occur" (Read 2000:53). By contrast, Klapper (2008:162) considers inferencing as an immediate need which does not fix the word in the mind and finds noticing strategies and explicit learning more effective for vocabulary learning.

In summary, and as it was mentioned in the theoretical part, explicit and incidental vocabulary learning are there to complement each other. In classroom environment learners are exposed to explicit teaching of vocabulary, however, outside the classroom, they have not so many opportunities. Thus, teachers should promote deliberate/explicit vocabulary learning through reading. There are many methods how to teach vocabulary through reading. For instance, teachers could ask their learners to choose a few words from a text (the words can be given or learners can choose the words they want to learn) and write them down into their notebooks with their Czech equivalents. There is no doubt that this task would promote autonomous learning and the usage of a dictionary as well.

As far as the inferencing is concerned, it can be concluded that it is useful to try to guess the meaning of a word first and then to look it up. If the word has several meanings and a learner is choosing the right one in a dictionary, the guess could definitely help them to find the right option. Of course, some words can be only guessed from context and do not have to be searched in a dictionary. This can happen when a text contains at least 95% of known words, this condition enables learners to guess the unknown words correctly (Nation 2001:165).

In conclusion, teachers are there to teach their learners the skills vital for using dictionaries. Obviously, they should do it systematically and efficiently, and with a respect

to their learners' needs and level. In order to teach these skills, teachers must be able to know them first. Here arises a disputable question whether teachers are trained sufficiently in dictionary use. However, it is not the issue of this study because this study supposes that teachers know the skills important for dictionary use.

It is also necessary to mention here the Czech curriculum document about basic schools called *Framework Education programme for Elementary Education* (2007) which sets the goals that teachers and learners should achieve. One of the goal is that a learner should be able to use a bilingual dictionary (RVP 2007:27). This is also another reason why dictionary training should be implemented in classroom or in the English syllabus.

2.4 Process of developing autonomous learning

Dictionary use enhances learner autonomy. However, autonomy can be promoted in other different ways. In this section we move back to Nunan's scheme of levels of autonomy and outline how these levels should be followed and incorporated into classroom practice. Not only Nunan's principles and ideas are adopted here but also Harmer's ideas.

Nunan (1997) demonstrates that giving the learners the explicit pedagogical goals at the beginning of a lesson is vital as well as reminding these goals at the end of the lesson. What is further appropriate is to make learners reflect upon their learning. This idea is also highlighted by Harmer (2001) who says that "reflection helps students to think about their own strengths and weaknesses with a view to making a plan for future action" (Harmer 2001:336). Harmer proposes that reflection can be enhanced by having discussion about how students learn. For instance, they can discuss what they can do to memorize words.

As teachers train learners in reading, writing, etc., they should also train them in self-studying. It is not sufficient to tell learners what they are supposed to learn but also how they should learn it. With regard to the theoretical part, an autonomous learner is someone who has some knowledge about processes in foreign language learning, which can mean that this learner has also knowledge about vocabulary learning. Autonomous learner further knows their learning strategies and styles, thus, also their vocabulary learning strategies. Due to this fact it can be presupposed that if teachers provided their learners with information about vocabulary learning strategies, they would promote their autonomy. Here, it is also necessary to use a variety of vocabulary exercises through which learners can recognize their learning style.

Another step to autonomy is to promote the activities which learners can do outside of school or after the course has finished. These include listening to the English radio, watching English channels or movies with English subtitles, certainly, reading English books and magazines. Students can be also encouraged to use the Internet where they can find a lot of forms of useful activities. Simply, it is essential to positively motivate learners to be willing to keep learning.

Finally, to give students homework leads to autonomy as well. Homework is done without teacher's help and moreover, it can be created by learners themselves. It should be noted, however, that homework should be relevant, interesting and useful for learners.

2.5 Development of vocabulary learning strategies through dictionary use

As it has been mentioned in the theoretical part, during the process of vocabulary learning learners use different vocabulary learning strategies. According to Schmitt's research learners' favourite strategies were consulting a bilingual dictionary, repetition, studying the spelling of the word and guessing it from context (Schmitt 2000:136-9). In our case, when we presuppose that our learners are not autonomous, it is desirable to inform them about these vocabulary learning strategies. Obviously, it is not enough to inform learners about these strategies, it is also necessary to train them in these strategies. In other words, such strategies should be built and reinforced at school. The good thing is that at schools teachers can have some control over the strategies and their learners' vocabulary development. Thus, it can lead to effective teaching and learning outputs.

Since consulting of a dictionary is one of the most favourite strategies in vocabulary learning and dictionary skills are vital in all four skills involved in foreign language learning, teachers should give it enough attention. Moreover, learners can develop their vocabulary learning strategies through dictionary. The point is what are the ways to learn vocabulary with the help of a dictionary.

The common practice at schools is keeping a vocabulary notebook. However, looking closely at it, it can be noticed that there is not enough information about the word in learners' notebooks, often only its meaning and pronunciation. Since to know a word means to know its form, meaning and use, it is vital to put this information in learners' notebooks. And why not to tell learners to record the words according to a dictionary?

They could mention the pronunciation, word stress, part of speech, meaning and they could write an example sentence to see how this word is used and to establish the context. Furthermore, they could add the synonyms or antonyms, or idioms and collocations. Leaney (2007) also emphasizes that “recording the various forms of a base word, or word family, is a powerful and efficient way to learn and record new vocabulary“ (Leaney 2007:28). It, of course, does not mean that teachers tell their learners to keep their notebooks in this way from the beginning. Students would be surely discouraged. From the theoretical background it is known that when we encounter a word repeatedly, we gain more information about it and we understand it more. Thus, students can continuously add more information about the word to their notebooks when they discover another knowledge about this word.

To conclude, there are many kinds of methods and strategies how to learn vocabulary. Keeping a notebook seems to be an easy, effective and helpful technique. However, for better vocabulary development and comprehension through notebooks it is vital to be able to use a dictionary, which is in the centre of our interest.

3 Hypothesis

From the theoretical and methodological background it can be hypothesized that a dictionary is a tool which can enable learners to acquire vocabulary, develop their vocabulary knowledge and promote their autonomy in vocabulary learning. Thus, training learners in dictionary use and explaining to them how they can learn vocabulary through it can be a way to achieve all of this.

4 Project

This part intends to put the theory into practice and consequently verifies the hypothesis of this study. The concrete lesson plans were created with the relevance to the theory and methodology and they are presented and reflected here. The conditions and methods of this project are also introduced, as well as the results and data that reveal whether the hypothesis has been confirmed or not.

4.1 Purpose of this project

As it has been outlined before, dictionary training is not very common practice done in class. Learners are dependent on their teachers and know that if they do not understand an unknown word, they can ask their teachers. However, outside the classroom they have to rely on themselves. Thus, the purpose of this project is to equip the learners with the dictionary skills which will be useful for their language learning outside of the classroom. It is believed that these skills help the learners to be less dependent and facilitate their vocabulary learning. Obviously, we are aware of the fact that to acquire all dictionary skills and reach autonomy is not a short process which can be fulfilled during a few lessons. It is a long way, which requires gradual process, hence, we have tried to set the realistic aims that are supposed to be achieved despite the lack of time.

4.2 Subjects and material

This study involves 12 lower secondary school students who are attending the 9th grade and are supposed to acquire the dictionary skills. These students were chosen because they had not been trained in dictionary use before and because they are in the last grade, therefore, they have the last chance to attain this training at secondary school. To measure the students' knowledge of these skills, and to achieve the aim of this study, qualitative (observations, reflections) and quantitative (a test) methods were used.

4.2.1 Participants

This research involves 12 participants. All of them are Czech lower secondary school students who are learning English as a foreign language. They attend a school in Mladá Boleslav which offers extended education in languages. The participants have been learning English from their first grade. Due to the length of time of studying English it can

be supposed that they are at pre-intermediate level. Furthermore, this school requires their students to take an English test every year which reveals their level of English. They are consequently divided into three classes - A, B, C. Students with the best results are in the class A. The participants involved in this project attend the class A. They have three 45-minute English lessons a week. Concerning their level of English, this class is quite homogenous. Also, their marks are not very different. The most common mark they get is mark 2 which was calculated according the marks the students have got so far. However, in other characteristics this group of students is not homogenous.

There are 6 boys and 6 girls in the 14-15 age range. Their age implicates that they have reached puberty. Having looked at the theoretical part (1.1.7), we can agree with some facts. For instance, during the observation it was noticed that the learners were willing to work efficiently when they found the topic or activities interesting. On the other hand, they looked bored and were unwilling to cooperate when they did not find a topic or activities interesting. Certainly, not all of the students were either willing or unwilling to cooperate, it should be noted that interests of students are very different and their mood also changes a lot in the pubescent period.

4.2.2 The dictionary

Since for dictionary training it is good to use the same type of a dictionary, and the school has recently bought a new set of printed bilingual dictionaries, the choice was not difficult. The bilingual dictionary that was available for students and which was used in this project was *Finder English-Czech and Czech-English dictionary 4th Edition* (2008). There were used 15 copies of this dictionary in the class.

Since in the theoretical part the features of a good bilingual dictionary are mentioned, this particular dictionary has been assessed according to them. The dictionary presents almost 50 000 headwords. By looking at this dictionary, it can be noticed that it has a clear layout which is visually attractive thanks to the illustrations it contains and thanks to the red colour which distinguishes the most frequent, thus, the most useful, words. In addition, it contains several pages of useful appendices, such as a list of irregular verbs, tables of the English tenses, topic vocabulary etc. Looking more carefully, it can be seen that the dictionary provides these concrete information:

- spelling of the word
- pronunciation

- word stress
- part of speech - but not at every word
- irregular plurals of nouns - also not at every word
- irregular forms of verbs - in the English-Czech part of the dictionary
- British and American varieties of the word (spelling, pronunciation) - sometimes
- comparative and superlatives of adjectives - rarely
- all meanings that the word has
- an example sentence with the word - not at every word, a sentence is found only in the notes below some words, not so often
- special uses of the word - formal, informal, disapproving etc. - rarely
- collocations - occasionally
- idioms - occasionally
- frequency of the word - in red colour

This dictionary provides a lot of information, but it is needed to mention the information which it does not contain. This dictionary does not distinguish the number of syllables in the word, countable and uncountable nouns, further it does not contain synonyms and antonyms and derivatives of the word.

In conclusion, this dictionary has a lot of helpful information and its layout is very user-friendly. However, its big disadvantage is that it does not provide the important information such as the part of speech, irregular forms of nouns or adjectives at every word, and if it is provided it is only in the English-Czech part of the dictionary. Also, some examples and notes in this dictionary are very useful because they show how to use the word and how to avoid mistakes, however, the number of these notes is not sufficient.

4.3 Procedure of the project

There were four phases involved in this project. The first phase was to find out the initial conditions for the project. Knowing participants' educational background was necessary in order to state the aims clearly. Learners and their teacher were therefore observed in their classroom and later they were interviewed. This procedure enabled to set the goals. The second phase involved teaching the dictionary skills and promote autonomy. After three lessons of dictionary training, the learners took a Dictionary-using test. Final phase was the analysis of the data and its interpretation.

4.3.1 Initial findings for dictionary training

During several lessons it was observed that the students did not use a dictionary at all. There were many situations when the dictionary could have been used however it had not been used. Teacher realized it but she found dictionaries rather distracting and time-consuming. She also admitted that she had not trained their learners in using a dictionary even though she found it useful.

According to the discussion about dictionaries which was held with the students before the implementation of this project, several facts were found out. 10 out of the 12 students owned a printed dictionary. Surprisingly, nobody had an electronic dictionary in their computers. On the other hand, everybody used the Internet to look up unknown words. Seznam Dictionary and Google Translate were the most common ways to find information about unknown words. Learners also admitted that they did not use dictionaries during their lessons and added that they could turn to their teacher for help. Furthermore, they said that they did not often use a dictionary at home, most of them agreed that the maximum was once a week.

To find out which dictionary skills learners already know, the teacher and learners were asked about it. Since learners have never been trained in dictionary use, I supposed that they know only alphabetical order and phonemic transcript and they might know the word stress and parts of speech. After the interview, the teacher claimed that learners knew alphabetical order and phonemic transcript because they had been trained in it. Learners were also sure that they knew the English alphabet and could read the pronunciation of words. However, when I asked them about the word stress in a particular word, they were not able to answer. Similarly, when I wanted them to write a few nouns, they asked me what a noun was. Therefore, I concluded that they did not know the word stress and names for parts of speech in English.

Due to this and with the respect for the theory and methodology, concrete aims concerning dictionary training were set. I want the learners to be able to:

- a) know what useful information they can find in a dictionary and understand it
- b) identify the word stress
- c) know some abbreviations by heart
- d) know the English terms for parts of speech and identify them

- e) select the right meaning from the entry
- f) select the correct grammatical form
- g) know that there are different varieties of English (British and American)

4.3.2 Initial findings for promoting autonomy

The observation and the enquiry also concerned autonomy. From the methodological background (Section 2.4) we know that pedagogical goals at the beginning and at the end of the lesson should be given. In addition, it is good to make learners reflect upon their learning. Moreover, autonomy is also promoted by homework. Observational data revealed that at the beginning of every lesson the teacher said what they would do, however, the concrete objectives had not been set. Learners simply had not known why they should do that and what knowledge or skills they would acquire. At the end of the observed lessons the teacher concluded what they had done during the lesson and praised the learners, or not, however, the students had not had the chance to reflect upon their learning. Teacher sometimes gave homework to their learners. Homework was mainly some exercises from their workbooks or studying vocabulary from a word list.

Since I want to promote autonomy, my aims are therefore:

- a) to set the aims and objectives of the lesson clearly at the beginning of the lesson
- b) to remind the objectives at the end of the lesson
- c) to make the learners reflect upon their learning
- d) to give homework which makes the learners use a dictionary

4.3.3 Initial findings for vocabulary learning strategies

From the theoretical and methodological background it was concluded that autonomy can be also promoted by giving learners information about vocabulary learning strategies. Thus, the observation and interview were aimed at vocabulary learning strategies. Surprisingly, it was found out that the learners do not keep their vocabulary notebooks. Teacher said that she did not force them to keep a notebook because they were old enough for it. Learners have word lists in their textbooks and they learn the words from it. Teacher was also asked whether she had given the learners information about how they could learn vocabulary and she answered that no. This data enables me to set the aims below:

- a) to provide the learners with the vocabulary learning strategies

b) to promote keeping vocabulary notebooks

4.4 Lesson plans and reflections

Initial findings help me to set the aims clearly and design the lesson plans. Three lesson plans complied with the set aims, with the theory and methodology, and my teaching experience were prepared. Activities were not only designed with regard to the aims and objectives of this project but also with regard to the class dictionary and the learners' grade and their presupposed level of English. Generally, lesson plans were intended to teach dictionary skills, foster learner autonomy and vocabulary learning. Lesson plans were afterwards reflected and implications were given.

4.5 Methods of project evaluation

Before the concrete lesson plans will be presented, the methods of evaluation should be stated. Two main methods of evaluation were employed in this study: reflections and a Dictionary-using test (see Appendix 4). In addition, observation and feedback from the students were used. Reflections were done after every lesson and consisted of my comments on the class performance. Dictionary-using test is described in detail in the fifth part *Analysis and discussion*.

4.6 Lesson plans implementation

4.6.1 Lesson plan No. 1

Class description:	9.A, 10 students
Lesson time:	Friday, 8.00 - 8.45
Topic:	Presenting the dictionary
Aims:	- to familiarize learners with a dictionary - to teach learners some of the dictionary skills
Objectives:	after this lesson students will: - be able to identify word stress - have acquaintance with dictionary layout

	<ul style="list-style-type: none"> - understand a word entry - find information relevant to their need - recognize some abbreviations
Thesis focus:	Dictionary training can be seen as a way to autonomous learning and vocabulary development. From this lesson students can develop their already known vocabulary because they will learn to identify the word stress and find additional information to the word in the dictionary and due to this they can become less dependent on their teacher.
Materials:	cards with words, magnets, class set of dictionaries, handouts with abbreviations, entries from 2 other dictionaries (an online one and a printed one), the Internet access

Procedure

Stage 1 - Brainstorming

Aim: To introduce the topic and awareness of dictionary use.

Time: 5 min.

Teacher (T) introduces the topic and enlightens the students (Ss) what are they going to do in this and next lessons and why they are going to do it. After that T starts the lesson with a few questions about dictionaries. Since the students are at lower level, they are not used to the way the teacher speaks, and teacher wants them to get the most from these lessons so this stage is held in Czech.

Teacher's speech at the beginning of the lesson: *Since I know that you are in the last grade and all of you are going to high schools, I expect that you will continue with English. I also know that during your lessons dictionary use was rather neglected, however, I find a dictionary an important tool for language learning, so I decided to train you to use it and I want you to acquire this skill. During these lessons you will learn a lot of practical information that you can use in your future life. Let's start with a discussion and find out more.*

Why do you think a dictionary is such an important tool in language learning?

What useful information can you find in it?

Do you think that every dictionary is the same?

Do you think that you know how to use it?

After the discussion, T asks her learners what skills are necessary for dictionary use and tries to elicit at least knowing the alphabet and phonetic symbols. Then T says that to examine if the learners master these skills they are going to race to prove it.

Stage 2 - Alphabet race

Aim: To motivate Ss and to check whether they are able to put the words in the right alphabetical order. In addition, to find out if they know the pronunciation of these words and their Czech meanings.

Time: 5 min.

Teacher prepares a list of words (see below Stage 3). Ss should know the words from the previous lessons and the list of words should contain a few words which do not have the word stress on the first syllable. The words are written on the cards which can be stuck on the board. Ss work in pairs. They have to put the words in the right alphabetical order and write them down on a sheet of paper. Teacher sticks the words on the board in advance and Ss have 1 minute to do it. The first pair of Ss who complete this task, raise their hands and come to the board to put the words into the right order. Other Ss check whether they have it right or wrong.

Stage 3 - Word stress

Aim: To find out if Ss know the pronunciation of the words below and their Czech meanings and to teach them to identify the word stress.

Time: 5 min.

After the alphabet race, T nominates Ss one by one, points at the word on the board, and wants the student to say the word with the correct pronunciation and the Czech translation.

choose
<i>computer</i>
end
<i>forget</i>
from

homework
<i>hotel</i>
<i>important</i>
money
quickly
subway
water

Then T highlights the words in italic (*computer, forget, hotel, important* - stress on the 2nd syllable) and says Ss that their pronunciation is not correct and asks them whether they know why. It is presupposed that they pronounce these words incorrectly. T tries to elicit that they stress the word incorrectly and then introduces the word stress. T tells the Ss that there is a stress mark (') and instructs Ss that when there is no stress mark given in the word pronunciation, it means that the stress is on the first syllable.

Stage 4 - Translation

Aim: To motivate and encourage Ss to use a dictionary.

Time: 2 min.

T wants their students to translate the following sentences into English:

<i>Peníze jsou důležité.</i>

<i>Zapomněl jsem si doma telefon.</i>

T writes these sentences on the board and Ss translate them in pairs. Everything is done without a dictionary. When they are ready, T nominates some Ss and they will write their sentences on the board. T asks whether their sentence is correct or wrong and how we can find it out. Here it is presupposed that some Ss can make mistakes such as “money are important“ or “I forgot home my mobile“ - these mistakes are important for further continuity of the lesson and will not be corrected at this stage.

Stage 5 - Entry explanation

Aim: To familiarize Ss with the dictionary layout and to explain the entry information.

Time: 20 min

1) At this stage Ss get the dictionaries to work with. One dictionary for a pair of students and they try to find if their sentences are correct. First they aim at the word *money*. Their dictionary gives them the following information:

peníze money ['mʌni] □ **hotové** ~
cash [kæʃ]

money [mani] peníze □ **ready** ~ ho-
tové peníze, hotovost; ~ **box** po-
kladnička; ~ **order** peněžní poukáz-
ka



Fig. 1.: Dictionary entry for the word *money/peníze* in the *Finder English-Czech and Czech-English Dictionary*.

T tries to elicit from Ss which information their dictionary provides and whether they are able to correct their sentences. Students should identify:

- a) pronunciation + word stress (to be able to identify word stress, one has to know that if there is no stress mark in a word pronunciation, the stressed syllable is the first one)
- b) 1 meaning
- c) 3 collocations
- d) pictures with vocabulary (3 words) related to money
- e) frequency - red colour indicates that the word is frequently used

From this entry Ss are not able to decide whether their sentence is grammatically correct. T therefore asks them what they can do and elicits that they can check other dictionaries, for

example, on the Internet. Let's suppose that Ss will propose dictionaries on the most common Czech server Seznam.cz. T will find the word *money* on its website. The entry *money* from Seznam.cz (see Appendix 1) gives them the following information:

- a) pronunciation (if they click on the icon)
- b) 8 meanings
- c) 18 collocations

If they search for the Czech word *peníze*, they will receive the following information (see Appendix 2):

- a) pronunciation
- b) 30 meanings

Ss still cannot prove whether they have written the sentence correctly. Then they will check another source - another dictionary, however printed one. T prepares the entry from a particular dictionary where all necessary information is provided. The Lingea dictionary (2007) has been chosen in this case. This dictionary provides the following information for the entry *peníze* and *money*:

peníze *m pomn.* (měna, oběživo) money, (finanční prostředky) funds, (oběživo) currency, (hovor.) dough; money *se poji jen s j.č.*, money is *ne* money are; **papírové** ~ paper/folding money; **hotové** ~ ready money, cash; **špinavé/falešné** ~ dirty/counterfeit money; **praní špinavých peněz** money laundering; **snadno nabyté** ~ easy money; ~ **nazpět** (při nákupu ap.) change; **velké** ~ big money, fortune, king's ransom; **vydělávat velké** ~ be coining it in; **vyjít s penězi** (od výplaty k výplatě) make ends meet; **spousta peněz** a lot of money; **Mám málo peněz.** I have little money; **To jsou vyhozené** ~. It is wasted money; **Jsem úplně bez peněz.** I am broke.; **Jde to hrozně do peněz.** It is a big expense., It takes a lot of money.; ▷ ~ **na dřevo** cash on the barrelhead, spot cash, cash down; **Bez peněz do hospody nelez.** No money no fun(ny).; **Za ~ v Praze dům.**, **P~ zmůžou všechno.** Money talks.; **P~ sem!**, **P~ nebo život!** Stand and deliver!; **válet se v penězích** be rolling in it; **nevědět, co s penězi, mít peněz jak želez** have money to burn; **Čas jsou** ~. Time is money; **Za málo peněz málo muziky.** (za malý plat špatná práce) If you pay peanuts, you get monkeys.; **rozhazovat** ~ throw money around

money [ˈmʌni] *n* 1 peníze; *hromadné podst. jm.* - *ne* money are, *ale* money is; **pocket** ~ kapesné; ~ **back guarantee** záruka na vrácení peněz (při nespokojenosti se zbožím ap.); ~ **saving** úsporný, výhodný (koupě ap.); **blood** ~ peníze za nájemnou vraždu; ~ **laundering** praní (špinavých) peněz; (ekon.) ~ **balances** peněžní zůstatky; (ekon.) **dear** ~ drahé peníze (vypůjčené na vysoký úrok); (ekon.) **easy** ~ **policy** politika levných peněz; ▷ **my ~ is on sb/ sth** já sázím na koho/co; **for my** ~ podle mého názoru 2 *monies*,

Fig. 2.: Dictionary entries for the word *money/peníze* in the *Lingea English-Czech and Czech-English Dictionary*.

- a) pronunciation + word stress
- b) part of speech
- c) meaning

d) grammar information

e) prepositions and structures that can be used with this word

f) example sentences

At this stage Ss can finally correct their sentence. The same process is done with the word *forget*. Since the school dictionary gives the learner relevant information, other sources do not have to be consulted. The school dictionary gives the following information:

zapomenout ① (*adresu*) forget*
[fə'get]; (*činnost*) get out of; (*co kde*)
leave* [li:v] □ ~ **doma** (*omylem*) leave
behind ② ~ **na** (*předsevezetí*) cast
aside; (= *ignorovat*) (*rozdíly*) put aside,
set aside

forget* [fə'get] (**forgot, forgotten**) ①
zapomenout, nepamatovat si (*již*) ②
zapomenout si *co* ③ opominout
POZN Říkáme-li, že jsme něco
někde zapomněli, používáme slo-
vo **leave**. Nemůžeme říct: "My father
forgot his passport at home." Musíme
říct: "He left his passport at home."

Fig. 3.: Dictionary entries for the word *zapomenout/forget* in the *Finder English-Czech and Czech-English Dictionary*.

The entry for the word *forget* from the Lingea dictionary (2007) can be seen in Appendix 3 and can be shown to the learners. Teacher corrects the sentences on the board and Ss correct them in their notebooks. T explains that the asterisk shows the irregular verbs, but only the English-Czech part gives the irregular forms of the verbs.

2) T concludes that we can find different information in different dictionaries, however, they will focus on their school dictionary because they have it in hands and try to get the most of it. Ss are introduced to their dictionary layout - they are told that the front page of dictionaries usually introduces a key to dictionary entries, list of abbreviations, symbols and labels. In the middle there are appendices such as lists of irregular verbs, antonyms, tenses etc. They are browsing it together. T also tries to elicit from Ss whether they know why some words are in red colour (these are frequent words).

At this stage the teacher emphasises that for using a dictionary effectively to know the meanings of some abbreviations is necessary.

Stage 6 - Abbreviations

Aim: To identify the abbreviations in the dictionary.

Time: 5 min.

Teacher has prepared the list of abbreviations in advance according to the dictionary which is being used. Several important abbreviations which learners should know are chosen and given to the learners in their handouts. Their task is to find their English and Czech meanings on their own and write them down. Ss do not work in pairs again but alone. They have 5 minutes to do it. If they do not complete it, they will finish it at home. It will be their homework. If they finish it, they will check it together.

<i>What do these abbr. mean in English and in Czech?</i>	
sb -	sth -
sg -	pl -
n -	v -
adj -	av -
prep -	conj -
comp -	superl -
pron -	inf -
BR -	US -
pt -	pp -

Stage 7 - Homework

Aim: To force Ss to revise the abbreviations and work on their own.

Time: 2 min.

In case that the stage 6 is finished in the classroom, T sets a piece of homework. T wants Ss to identify the parts of speech of the underlined words in these sentences:

I saw her on the bus yesterday.

My dad needs a new saw.

T writes these sentences on the board and Ss rewrite them in their notebooks.

Stage 8 - Conclusion

Aim: To conclude and reflect what Ss have learned in this lesson. To thank them for their attention and praise them for cooperation.

Time: 2 min.

Teacher thanks Ss for their attention and praises them for cooperation. T tries to conclude the lesson by giving Ss reflective questions:

What did you learn in this lesson? Do you think that you are able to identify word stress, to find the right meaning of an unknown word, to distinguish some abbreviations?

T also reminds Ss to bring their homework to the next lesson.

Reflection

With regard to autonomy and methodology of teaching I started the lesson with the presentation of the aims of this lesson. I also highlighted the usefulness of dictionaries to motivate Ss. Then the discussion was held in Czech and it revealed the following findings. To the question about what useful information one can find in a dictionary, the learners answered only a meaning of a word and later they proposed spelling and pronunciation. They believed that they are able to use a dictionary more or less. However, if they answered in the former question that they could find only the meaning, spelling and pronunciation, I can suppose that they can use a dictionary only to find these aspects.

As far as the second stage is concerned, I expected that Ss would not have any problems with the alphabet. However, one pair of students, who were able to list the words according to the alphabetical order first, put the word *important* in front of the words *homework* and *hotel*. The rest of the Ss were able to identify this mistake on the board and also said that they had it allright in their notebooks. Nevertheless, I decided to revise the English alphabet by nominating Ss one by one and saying the letters aloud. But still if 8 out of 10 students put the words into the right order, my supposed thought, that Ss know the English alphabet, would not be wrong.

Stage 3 went as I had expected. Ss did not pronounce the words *computer*, *forget*, *hotel* and *important* correctly (i.e. with the right stress) and they did not know about the word stress. So I explained to them that the stress in these words was on the second syllable and demonstrated it by saying it exaggeratedly. Then I wanted Ss to repeat it after me. I also added that there is a stress mark (') which indicates where the stress is. Since at this stage they did not have dictionaries, they could not see it, however, I reminded it at the next stage, when they were searching for the word *forget* and I wanted them to pronounce this word correctly.

The translation of the sentences was chosen to motivate Ss to use a dictionary effectively. As I had supposed, some of them wrote the sentences wrong and I did not tell them whether their sentences were correct or not, because I wanted them to rely on themselves. So I distributed the dictionaries and forced them to find the relevant information. This stage was vital because it connected the stage 5 where the entry explanation was involved. There were presented two other dictionary sources to compare the information provided in them. Ss were supposed to realize that not every dictionary provides the same information. The surprising fact at this stage was that when Ss were searching for the words, they consulted either the Czech-English part of the dictionary or the English-Czech part but not both of them at the same time. Due to that, the Ss who consulted the Czech-English part (i.e. they looked up the Czech word *zapomenout*) translated the sentence *Zapomněl jsem si doma mobil* as, for example, *I forget my mobile at home* or in better case *I left behind my mobile home*. The similar thing happened when Ss were consulting the English-Czech part and translated the sentences as *I forgot my mobile at home* or *I left my mobile at home*. From this stage it can be recognized the students' look-up behaviour. Some Ss took the first meaning provided in the dictionary and used it in the sentences. Some Ss were however able to use the additional information provided in the entry and thus to translate the sentence correctly. Therefore, Ss were advised to read the entry carefully and to consult both parts of the dictionary when they are searching for information. Due to the lack of time the word *forget* was not looked up on the Internet since it contains the similar information as the word *money*, and since the relevant information was provided in the school dictionary.

It seemed that students were interested in this topic and worked quite quickly, so I moved to the Stage 6 - the abbreviations. Ss worked alone and they were able to find all the abbreviations. We checked it together and I wanted them to give me some examples for abbreviations, which they did. So I could set them their homework and conclude the lesson as was planned. When I asked them what they had learned in this lesson they answered the word stress, the abbreviations, that the red colour indicates the frequent words and that there is an asterisk that indicates the irregular verbs. I would dare to say that Ss were interested in this lesson because they cooperated and I did not have to deal with any problem behaviour.

Concerning the thesis focus, I would say that Ss have developed their vocabulary knowledge, because they developed an awareness of how to identify the word stress. For

instance, they knew the word *hotel*, but they pronounced it incorrectly, however, after this lesson they are able to pronounce it correctly, so that their knowledge of the word has been extended.

To sum up, the dictionary can seem to learners as an easy tool to use, however, from this particular lesson it was revealed that they were not able to use it effectively. The implications are that it is important to train learners in reading the information given in the entry carefully and in referring to both parts of the dictionary.

4.6.2 Lesson plan No. 2

Class description:	9.A, 12 students
Lesson time:	Monday, 11.55 - 12.40
Topic:	Parts of speech and vocabulary learning
Aims:	<ul style="list-style-type: none"> - to set the aims and objectives of the lesson - to provide learners with the vocabulary learning strategies - to promote keeping vocabulary notebooks - to teach the English terms for parts of speech - to make learners reflect upon their learning - to practise dictionary skills - select the right meaning - to give homework which makes the learners use a dictionary
Objectives:	<p>after this lesson students will:</p> <ul style="list-style-type: none"> - know the English terms for parts of speech and identify them - know some possibilities how they can learn vocabulary - know that a word in English can belong to several parts of speech
Thesis focus:	This lesson should also promote autonomous learning because it trains learners in dictionary use and because it provides them with vocabulary learning strategies. Furthermore, Ss can develop their already known vocabulary.

Materials:	a class set of dictionaries, handouts, a board
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Procedure

Stage 1 - Reflections and aims

Aim: To make learners reflect upon their learning and present the aims of this lesson.

Time: 5-10 min.

Before T presents the aims of this lesson, she wants the learners to reflect upon their learning concerning the previous lesson. T asks them:

What did you learn in the previous lesson? What dictionary skills do you know?

T also wants to find out whether the previous lesson made them use a dictionary. T asks:

Who opened a dictionary at home and looked at it?

Then T presents the aims of this lesson: *Today we are going to deal with parts of speech and we will discuss some vocabulary learning strategies, so that after this lesson you should be able to identify parts of speech and you should know how you can learn vocabulary.*

Stage 2 - Homework

Aim: To check homework from previous lesson.

Time: 2 min.

T nominates Ss and they identify the parts of speech in these sentences: *I saw her on the bus yesterday. My dad needs a new saw.* T also asks about the Czech meanings of the word *saw* and elicits its part of speech again. Then T highlights that there are many words in English like the word *saw* and asks the learners whether they can give some examples.

Stage 3 - One word several parts of speech

Aim: To practise parts of speech terms and encourage awareness of words which belong to more than one part of speech and have more meanings.

Time: 10 min.

T distributes the handouts to Ss and explains to them what they are supposed to do. First they work on the first part of the exercise where they identify parts of speech of the

underlined words. They work on their own without the dictionary and have 3 minutes to complete it. T encourages Ss to guess the Czech meaning of the words from the context and write it down. T goes around the class, when T sees that Ss are ready, they will check it together. After that they complete the second part but with a possibility to use the dictionary. Then T checks it as a whole class activity and elicits from the Ss how the parts of speech are indicated in the dictionary. In this dictionary parts of speech are marked with the symbol of a black circle and the abbreviation for the part of speech. They are also told that some words with the same form but different meanings (homographs) can be explained in the separate entries and these entries are marked with small numbers.

This exercise is taken from Wright (1998:83).

1. Try to guess the meanings of the underlined words and identify their part of speech.

- 1 What's the name of the book you're reading?
- 2 The weather's too nice to stay inside and watch television all day.
- 3 They've just bought a flat near the city centre.
- 4 What's your number? I'll give you a ring tonight.
- 5 I was in bed with a cold for two days.
- 6 We're going to see a play by a new author next week.
- 7 No sugar, thanks. I don't like sweet drinks.

2. Complete the sentences using the underlined words from the seven sentences above and identify their part of speech.

- a) It's really _____ of you to offer to take us to the station.
- b) I think my _____ is slow. Have you got the right time?
- c) It's a popular place. I think it's a good idea to _____ in advance.
- d) They say that Holland is a _____ country.
- e) Please put your toys away after you _____ with them.
- f) He bought her a diamond _____.
- g) My hands are as _____ as ice.

Stage 4 - Vocabulary learning strategies

Aim: To equip learners with vocabulary learning strategies and support them in keeping vocabulary notebook.

Time: 15 min

From the exercise above T chooses a word, for instance, *book* and asks the Ss to write this word on a sheet of paper as if they wrote it into their vocabulary notebook in order to learn this word. T gives Ss a minute, then she nominates two Ss who come to the board and write their options. It is supposed that Ss will write: book - kniha, zamluvit.

Then T requires Ss to look up the word *book* in the dictionary and identify the information that is given about this word. T proposes that all the pieces of information can be written in their vocabulary notebook as well. Then T writes on the board how would she writes this word into her notebook:

book /bʊk/ *n*: kniha (What's the name of the *book* you're reading?)

v: -ed, zamluvit (I think it's a good idea to *book* in advance.)

Then T discusses it with the Ss and asks them how they learn vocabulary. T gives them some advice. For instance, they can keep a vocabulary notebook and put a sentence with the word in it because of the context it provides and because of better retention. Then, they should know that they have to meet the word several times in order to remember it and that it is good to revise vocabulary immediately after the lesson.

Stage 5 - Word building

Aim: To practise the use of the dictionary for word building, to revise word stress.

Time: 10 min.

T tells the Ss that they will work in pairs and that their task is to make a noun from an adjective. They have 5 minutes to complete it. First T gives an example: we have the word *lazy* - what part of speech is it? Can you make a noun form for this adjective? If you do not know, look it up in the dictionary. T also reminds Ss to write down the word stress and the Czech meanings of these words and writes the adjectives on the board.

Adapted from Wright (1998:40).

Make the nouns from these adjectives and mark the stress in these noun forms, also write

<i>their Czech meanings.</i>		
<i>adj</i>	<i>n</i> (<i>solution</i>)	
lazy	'laziness	
difficult	'difficulty	
generous	gene'rosity	
log	length /lenθ/	
sad	'sadness	
famous	'fame	
rare	'rarity	
gentle	'gentleness	
stupid	stu'pidity	

This exercise is checked as a whole class activity. Then T concludes the exercise by asking Ss: *Are there any similarities in these nouns?*, and tries to elicit the suffixes: *-ity, -ness*.

Stage 6 - Homework and conclusion

Aim: To develop reflection upon learning, conclude the lesson and set homework.

Time: 3 min.

T sets the homework which is to find 3 other nouns with the suffix *-ity* and 3 nouns with the suffix *-ness*. Ss also have to mark the stress and write the Czech meaning of these words.

T concludes the lesson by giving Ss reflective questions:

What did you learn in this lesson? Do you think that you are able to identify parts of speech? Do you think you know how to learn vocabulary?

Teacher thanks Ss for their attention and praises them for cooperation. T also reminds Ss to bring their homework to the next lesson. If there is time, T will revise the English names for parts of speech (e.g. How do you say *sloveso* in English?).

Reflection

Since autonomy can be promoted by giving learners the explicit pedagogical goals and by reflecting upon their own learning, I tried to practise it in this lesson. First I set the aims clearly and then I asked Ss what they had learned in the previous lesson. Their most common answers were: abbreviations, word stress and that not every dictionary is the same. Their answers were gratifying, however, when I asked them whether they had opened their dictionary at home and had looked at its layout etc. I got very unsatisfying answer - nobody had opened their dictionary at home. I can assume that a dictionary is not such an attractive tool for the lower secondary learners or they are not interested in this topic so much. I also deduced that they had done their homework without using a dictionary. Surprisingly, everybody did their homework, of course, it cannot be proved whether they really did the homework or they copied it from somebody. After checking the homework and identifying parts of speech, we moved to stage 3.

Stage 3 consisting of two exercises, where Ss had to identify the parts of speech of the particular words, revealed that Ss have problems with it. For instance, Ss often identified the word *a cold* as an adjective and the word *a play* as a verb. I suggest that the reason is that they know only one meaning of these words and they do not realize that these words can have another possible meaning. The next reason is that they do not read the sentences carefully and are not willing to translate them from the context. The sentences would not make sense to them otherwise. Also, they neglected the indefinite article which can help them to identify the right part of speech.

The next part of this lesson consisted of very interesting and surprising discussion. I intended to present Ss a few vocabulary learning strategies, because I knew that they had not been told about them and that they do not keep vocabulary notebooks. When I wanted them to propose how they would write the word *book* into their notebooks I got exactly the option I had expected. They would write only the word and its meaning. I asked them whether they would add the pronunciation of the word or part of speech, but they did not find it important. I wrote my proposal on the board and they said to me that it seemed too long and complicated for them. Then I wanted them to describe their vocabulary learning strategies. The common strategy how they learn words was that they have a list of words and they go through it and try to remember the words. I wanted them to be more

concrete and asked a few of them individually to describe their process. For instance, a girl answered that she highlighted the difficult words with a highlighter, another girl replied that she copied the word which she could not remember several times in order to remember it. A boy told me that he had to say the word aloud and repeat it several times. In addition, I asked them whether they used a dictionary when they were learning new words and their answer was that they did not need it because they had the meanings of the words in a word list. I concluded the discussion with saying that it is useful to keep a vocabulary notebook and that they can at least add some additional information about the word into their list of words. In accordance with the theoretical part I also emphasised that it is important to meet a word many times in order to remember it and that the revision of new words is vital after the lesson and then the next day. My aim was not to learn the students vocabulary learning strategies but to provide them with some of the strategies I found useful.

Ss completed the last task without any serious difficulties. They were able to find the noun forms and mark the word stress. We concluded the lesson with the reflection upon their learning. The question, what did they learn in this lesson, was not encouraging enough for the learners, they seemed to did not know the answer. However, when I asked them concretely, they were able to answer.

As far as the thesis focus of this lesson is concerned, the chosen exercises Ss did in class were intended to force them to work individually without teacher's help, thus promote autonomous learning. Moreover, Ss were instructed in different vocabulary learning strategies and had the chance to think about their own strategies so that they could reflect upon their learning, which is also vital for promoting autonomy.

To conclude, this lesson more or less fulfilled the aims which had been set at the beginning. However, there is still a need for further training. For example, it cannot be claimed that the learners are able to identify the parts of speech without any problems. Learners should practise it more than in one lesson. The implication drawn from this lesson is that it is necessary to encourage learners in developing their vocabulary learning strategies. It can be done by keeping a vocabulary notebook, by guessing the meaning of the word first and by using the context which is not only useful for inferring the meaning of the word, but also for learning the word.

4.6.3 Lesson plan No. 3

Class description:	9.A, 12 students
Lesson time:	Wednesday, 10.00 - 10.45
Topic:	Guessing words + British vs American English
Aims:	<ul style="list-style-type: none">- to set the aims and objectives of the lesson- to practise guessing and inferring from context- to practise reading skills- to practise dictionary skills- to present different varieties of English (British and American)
Objectives:	<p>after this lesson students will:</p> <ul style="list-style-type: none">- be aware of the fact that they should try to guess an unknown word first- can select the right meaning from the entry- know that there are different varieties of English
Thesis focus:	Training learners in dictionary use promotes autonomous learning and develops their vocabulary. Reading activity was chosen because it can be done independently and thus promote autonomous learning. Guessing the meaning first is also considered as a strategy that can foster autonomy and helps learners to identify the word meaning.
Materials:	a class set of dictionaries, handouts

Procedure

Stage 1 - Reflections and aims

Aim: To make learners reflect upon their learning and present the aims of this lesson.

Time: 3 min.

Before T presents the aims of this lesson, she wants the learners to reflect upon their learning concerning the previous lesson. T asks them:

What did you learn in the previous lesson? What dictionary skills do you know? What is good for learning new words?

Then T presents the aims of this lesson: *Today we are going to read an article and you will try to guess some words in it without using the dictionary. Then we will say something about varieties of English.*

Stage 2 - Homework

Aim: To check homework from the previous lesson and find out whether Ss used a dictionary.

Time: 5 min.

First T asks whether Ss used a dictionary when they were doing their homework. This homework was intended to force the learners to use their dictionaries - the printed ones. Ss should find six nouns with the two suffixes (-ity and -ness). T nominates Ss and they come to the board to write the words in the right column (-ity, -ness) and have to mark the stress and say the Czech meaning of their words.

Stage 3 - Guessing words

Aim: To encourage guessing of the unknown words from context as a means of learning vocabulary, to practise reading skills, to revise the dictionary terminology.

Time: 15 min

Pre-reading: T asks the Ss if they know Jamie Oliver - *what does he do?, where is he from?* Before T hands out the texts, she explains the task to the Ss. Their task is to read through the text individually and write their guesses of the bold words in the table below. Then T gives everybody a copy of the text about Jamie Oliver. T encourages them to try to guess the right meaning without the dictionary because sometimes Ss have to rely only on themselves and motivates them that the winner will be the one who has the most correct guesses. Ss are given a time limit of 10 minutes to do it. T goes around the class.



Jamie Oliver is one of Britain's favourite **chefs**¹ – every week millions of people watch him on TV and use his **recipes**².

Jamie was born in Essex, England, in 1975. When he was only eight he started helping in his parents' restaurant. He went to **catering**³ college when he was sixteen and then worked at the **famous**⁴ River Café in London for three years. His first TV programme was called The **Naked**⁵ Chef and it was an **instant**⁶ **success**⁷. Jamie quickly became famous and in 1999 he prepared lunch for the British Prime Minister.

Now Jamie has got his own restaurant in London called Fifteen. But it isn't a typical restaurant – every year Jamie takes fifteen young **unemployed**⁸ people and teaches them to become chefs. The programme about the restaurant, also called Fifteen, is on TV every week. He is going to open Fifteen restaurants in Australia and the USA in the future and at the moment Jamie is writing a new book of recipes. He's already very rich, of course – in 2003 he earned £3.8 million!

Jamie got married in 2000 and he lives in London with his wife, Jools, and their two daughters, Poppy Honey and Daisy Boo. He's so busy that he doesn't have much free time, but he loves riding around London on his scooter and he plays the **drums**⁹ in a rock band. When he's at home he likes cooking **pasta**¹⁰ and making bread – his favourite ingredients are olive oil and lemons from Sicily.

Text from: Redston, Ch. & G. Cunningham (2005) *Face2Face: Pre-intermediate, Student's book*. Cambridge: Cambridge University Press, p. 4.

	<i>your guess</i>	<i>the right meaning</i>
1. chef		
2. recipes		
3. catering		
4. famous		
5. naked		
6. instant		
7. success		
8. unemployed		
9. drums		
10. pasta		

When Ss are ready with their guesses, they are going to check them. T nominates a student and he/she reads a part of the text and translates it. When S encounters the bold word, he/she tells his/her guess and T also asks other Ss about their guessed translation and

then T confirms whether the translation is correct or not, or T asks Ss to look up the word in the dictionary (it depends on time and the word). Then Ss count how many words they have had right and T asks about it: *Who has more than 5 (6, 7...) correct guesses?*

Post-reading: T gives the Ss a few short tasks concerning words from the text, this task should revise terminology and practise dictionary use and also revise and learn vocabulary. Ss can use the dictionary. T asks:

Make singular from the word *drums/recipes*.

Give me a noun from the adjective *famous*.

Make an adjective from the noun *success*.

Make a verb from the word *unemployed*.

Which part of speech is *naked/instant/pasta*?

Is the verb *become* irregular? If so, give me its forms?

Stage 4 - UK x US

Aim: To develop awareness of vocabulary differences between American and British English.

Time: 5 min

T writes on the board two abbreviations BR and US (these abbr. are used in the school dictionary) and asks Ss what they mean. Then T gives out the handouts to Ss and asks them to find the underlined words in a dictionary and write down whether they are British or American, Ss should also mark the stress in these words and write the Czech meaning. Ss work in pairs and have 3 minutes to complete it. They are told that the first three pairs with the correct answers can get a small plus as a reward. Meanwhile T writes on the board the five words that are in the opposite variety of English (holiday, truck, pavement, baby carriage, lift). Then teacher goes around the class and checks the students' answers. When the students are ready, they raise their hands.

Adapted from Wright (1998:101).

<i>Who is talking - an American or British citizen?</i>

1. We bought a new pram for our daughter.
2. I need a long vacation.
3. Take the elevator to the tenth floor, and your room is on the right.
4. You mustn't ride your bike on the sidewalk.
5. They're complaining about the number of lorries that use the road.

The task is checked as a whole class activity. T nominates Ss and they come to the board and try to find the equivalent term for their word. Then they write it next to the right equivalent and mark the stress. After that T asks in what aspects can be British and American English different and elicits vocabulary, spelling, pronunciation.

Solution:

BR	US
'pram	baby carriage
holiday	va'cation
lift	'elevator
pavement	'sidewalk
'lorry	truck

Stage 5 - Conclusion

Aim: To develop reflection upon learning, to conclude the lesson.

Time: 3 min.

T concludes the lesson by giving Ss reflective questions:

What did you learn in this lesson? Do you think that guessing is important or good for learning an unfamiliar word? Do you know some differences in British and American English? Do you think that you are able to find in a dictionary what you need?

Teacher thanks Ss for their attention and praises them for cooperation. Then T says to Ss that the next lesson they will write a test aimed at dictionary use.

Reflection

I started the lesson with reflection upon our previous lesson. Their answers were very similar to the answers they had given me in the end of the previous lesson. I set the aims of this lesson and we moved to their homework. Before we checked the homework I asked Ss whether they had used a dictionary to complete the homework. They nodded and I asked which kind of a dictionary it was - printed one or on the Internet. They answered that the printed one. I was satisfied that Ss finally opened their dictionaries, however, a moment later I found out that a few Ss had the same words and that they had probably copied their homework from their classmates. Since I did not want Ss to hand in their homework or give them marks for it, I only commented on it briefly.

The next stage included the reading activity which was not only useful for Ss but also funny because their guesses were sometimes ridiculously incorrect. For instance, a few students translated *an instant success* as the instant noodles. One student translated the word *unemployed* as a taster. The words *naked* and *catering* were also guessed wrongly. Nobody had all the words correctly. I assume that although Ss had the chance to practise guessing and inferencing from the context again, they still need more training in it. It seems that Ss do not use the context so much to infer the meaning or they are not willing to make an effort and infer the meaning because they know that the teacher will say it to them later. Obviously, their wrong guesses also reflected that they do not have sufficient grammatical knowledge because they, for instance, identified *unemployed* as a noun. Furthermore, this text could be more difficult for some of the students. In the end of this reading exercise I pointed out that guessing the word first is a good strategy since it helps to better understanding of the word and since it facilitates looking-up in a dictionary.

After that we revised terminology and it seemed that Ss had no serious problems with it. The rest of the time was devoted to British and American English. Ss appeared to have had some knowledge about these varieties of English however they were not able to decide whether the word is British or American without using the dictionary. Ss worked in pairs and three of them got small pluses because they completed the task correctly. Ss did not have problems to find the words in the dictionary and mark the stress. Because of the lack of time I did not want the Ss to come to the board but I nominated them and wrote their answers on the board by myself to check this activity. Their answers were correct and I could say that they are familiar with these abbreviations.

Next, we concluded the lesson with reflections as in the previous lessons. When I compare the reflections from the previous lessons and the reflections from this lesson, I find Ss to be

more communicative in this lesson. I assume that they would develop their reflective thinking gradually and that it is worth working on it. I believe that setting the aims and objectives at the beginning and reflecting at the end of the lessons helps them to evaluate their achieved skills and knowledge.

Regarding thesis focus, this lesson practised dictionary skills and fostered autonomy. Reading activity was chosen to show the students that they can work without their teacher's help and even without the dictionary help. However, it was revealed that when they work independently they make mistakes, therefore their work must be controlled by the teacher, but it is implied that the mistakes can be reduced by further training.

5 Analysis and discussion

This part deals with the findings collected from the methods of project evaluation. The findings from both qualitative and quantitative methods are presented, interpreted and discussed here. However, firstly, a test is described in detail with its results.

5.1 *Dictionary-using test*

To be able to verify the hypothesis and find out whether the learners were able to learn the particular dictionary skills, a test assessing their knowledge had been designed (see Appendix 4). The test was given to the 12 learners the next lesson after the dictionary training session (the three lessons). Students had 45 minutes to complete the test and they were told and encouraged to use the school dictionary. Each student had the dictionary at their disposal and worked alone. From the previous lesson Ss had known that the test would not be graded.

The test consists of five parts - five exercises which cover what was done in the previous lessons. The exercises were designed with regard to the learners' level and they do not include the same words and entries that were used during the training session.

The first part of the test deals with parts of speech and word stress. Learners' task is to make five nouns from the five verbs given to them and mark the stress. It is presupposed that this exercise would not cause any difficulties to Ss because they were practising it in the previous lessons and because all the words can be found in the dictionary.

The second part of the test deals with the five words which have several meanings and belong to several parts of speech (e.g. *water*, *break*). In this exercise it is important to use the context to be able to answer correctly. It is therefore supposed that the Ss can have problems with this exercise since they did not use the context properly in previous lessons, or they would neglect the context and would look up the underlined word in a dictionary immediately and would be satisfied with the first meaning offered in the dictionary entry.

The third exercise has the translation format. Students are asked to translate the sentences from Czech into English as accurately as they can. It is suggested that this exercise will be the most difficult one since it also requires grammatical knowledge of English. However, the sentences were created to correspond with the learners' level of English and with the use of the dictionary it is likely that Ss translate them without serious mistakes.

The fourth part makes the learners recognize British and American vocabulary with the same meanings. It is very likely that Ss complete this exercise with no mistake, because all the words are found in the dictionary and labelled with the abbreviation (BR or US).

The last exercise was designed to verify whether the students are able to find the meaning of the given words in the dictionary. It is assumed that they will have this exercise without mistakes since all the meanings can be found in the dictionary. However, even though they would find the meaning, they still can make mistake since they do not have to discover the criterion that determines that the word does not fit into the word line.

To sum up, this test is constructed to reveal whether the learners are able to adopt the dictionary skills. In general, the test is intended to examine the following dictionary skills:

- a) to identify the word stress
- b) to distinguish parts of speech
- c) to recognize some abbreviations
- d) to find the relevant information (e.g. the correct grammatical form)
- e) to select the right meaning from the entry

In addition, the learners are being observed, while they are doing the test. The observation will help us to investigate how these dictionary skills have been adopted and to interpret the effects of the training more easily.

5.2 Findings from the tests

This section discusses and analyses the test findings obtained from the 12 participants. Test results and observation of the participants' dictionary use were used in the analysis of the findings. First, each exercise of the test is assessed and interpreted.

The first part of the test was suggested not to cause any serious difficulties to Ss. They were supposed to make the nouns from the verbs and mark the stress. The suggestion has been approved since there were 8 students who were able to complete the whole exercise correctly. The 4 students who did not succeed, 2 of them were able to make the nouns from the verbs correctly but they forgot to mark the stress and the other 2 students wrote *choosy* instead of *a choice* and *fly* instead of *a flight*. To conclude, this exercise revealed that students are able to identify the word stress and distinguish the parts of speech (at least verbs and nouns).

The second exercise, however, was not such a success. Although the exercise deals with the parts of speech as well, Ss had problems with it because they were given the sentences and had to distinguish the part of speech from the sentence context. As has been outlined before, Ss are not used to working with a context and often neglect it completely. This exercise can prove it. Seven students did not do it correctly. It is worth mentioning the words respectively and showing where the students made mistakes.

The first sentence (*They had a short break for lunch.*) contains the noun *a break*, however, 2 participants identified it as a verb because they might not have been reading the whole sentence. Second sentence contains the verb *take off* in the past simple tense (*I took off my coat because I was hot.*). This verb had been chosen since it has several meanings and Ss had to choose from the entry carefully. Three students wrote the wrong meaning of this verb and translated it as *startovat*. It can be seen that these students did not use the context and also did not read the entry carefully, but took the first meaning given to them and applied it without any further thinking. Similarly, in the third sentence (*It's good to water the garden in the early morning and in the evening.*), three Ss identified the verb *water* as a noun. The fourth and the fifth word was implemented in one sentence (*There was a deep well in the middle of the square.*). The noun *well* could have two meanings in this sentence (*studna, pramen*) and both of them were accepted. However, 4 students made mistakes and marked this word as the adverb with the different meaning (*dobře*). The word *square* was the most problematic one, since 6 students were not able to identify its meaning and part of speech at all.

In conclusion, findings from this exercise suggest that some of the students do not use the context and the grammatical information it provides (such as the indefinite article or the infinitive) to help them to identify the meaning and the part of speech of the word. They also do not read the whole sentence before they look up the word in the dictionary. Furthermore, they do not read the entry carefully and choose the first meaning given in the entry. From the observation it was noticed that some of the words were not searched in the dictionary at all because the Ss were sure that they know the word. However, it could be also assumed that these students were using the strategy they had been told about in the dictionary training session - that they should try to guess the meaning of the unknown words first. This strategy probably made them confident about their guesses and encouraged them to work independently of the dictionary.

The implication from these findings is that students need more training in the dictionary use. They should be told that the first meaning given in an entry do not have to be the right one and that they can also use the dictionary to confirm their already known words or the words they inferred from the context. It should be also noted that 5 students who completed this exercise had all the words correctly, thus the dictionary training have had the positive effect on them.

The third exercise, where the students had to translate the sentences, was the most problematic one since nobody was able to complete it correctly, but there were 2 students who had only one mistake in it. The irregular verbs caused the biggest problem to the students, they were not able to write the right irregular form of the verbs. However, to disclose the reasons is not so difficult. The sentences were given in Czech and so it is suggested that the Ss were searching the verbs in the Czech-English part of the dictionary. Obviously, it is not wrong, but, this dictionary provides the irregular forms of the verbs in the English-Czech part. Even though the students had been told about it, it seems that they were not willing to consult both part of the dictionary or they could forget about it, as well as they could forget about the appendix containing all the irregular verbs. Next, surprisingly, the students' sentences were often translated in the present tense although the sentences were given in the past tense. It is assumed that Ss did not read the sentences carefully or when they found the word in the dictionary, they forgot about the grammar and wrote it down in the form they found it. These findings imply that more training is needed to be done in the class and that the dictionary layout should receive a lot of attention.

In the fourth exercise Ss were asked to match the British and American words with the same meanings. Not surprisingly, all the 12 students had this exercise correctly. This shows that the students are familiar with the abbreviations concerning the varieties of English and they can find the right meanings of the words. Obviously, not every word had to be looked up in the dictionary, but they could have been guessed. When observing the students, it was noticed that they were often searching the word *streetcar* and *freeway*.

As far as the last exercise is concerned, 4 students identified the odd words correctly in the whole exercise. Seven students made one mistakes and one student made two mistakes. The most problematic line of the words was *slim, thin, skinny, thick*, where the students identified the word *skinny* instead of the word *thick*. It could be supposed that this line contain the most unknown words to the students and since it was the last exercise they did

not have the energy to consult the dictionary and search for all the words, thus they underlined the one they found the right one.

To summarize the test results, no student was able to complete the test without any mistake. However, there were 6 students who did the test with a few mistakes. Surprisingly, two boys had only one mistake in the whole test. The rest - 4 girls had at most 5 mistakes. These students also finished the test earlier than the other ones. One of the best tests is shown in the Appendix 5.

To conclude, the purpose of the test was to examine whether the learners have acquired the certain dictionary skills (mentioned in the previous section). In general, it can be stated that the learners are able to identify the word stress, to recognize some abbreviations and to distinguish the parts of speech. However, they have difficulty in finding the relevant information (e.g. the correct irregular verb form) in the dictionary and in selecting the right meaning from the entry. This could be partly explained with the fact that students are not yet accustomed to the dictionary layout.

Conclusion

The aim of this study was to verify the hypothesis saying that a dictionary was a tool which could enable learners to acquire vocabulary, develop their vocabulary knowledge and promote their autonomy in vocabulary learning. The project was designed to prove whether this hypothesis is right or not. The purpose of this project was to equip the learners with the dictionary skills which were considered useful for their language learning and which can help them to be less dependent on their teacher and facilitate their vocabulary learning outside of the classroom.

Twelve Czech ninth grade learners who had not been trained in dictionary use before participated in this project. The dictionary training session consisted of three lessons focused at the use of a bilingual dictionary. The intentions of these lessons were to provide learners with dictionary instructions and to promote their autonomy. To find out the effects of the training, several methods of evaluation were used. Reflections not only helped us to reveal whether the lessons encouraged the learners' autonomy, but along with the observation and the Dictionary-using test they helped us to reveal how competent the learners were in dictionary use. The findings are therefore interpreted from two points of view.

First, the effects of the lessons on the learners' autonomy are presented. During the lessons the students were told the objectives of the lessons and forced to reflect upon their learning, which according to the theory promotes autonomy. From these lessons it was found out that setting the objectives clearly helped the learners to reflect upon their learning. It is believed that when the learners are able to reflect upon their own learning, they can also develop their self-evaluation, which is important for autonomous learning. Autonomy was further promoted by giving the learners some possible vocabulary learning strategies such as guessing the meaning of an unknown word from a context or keeping a vocabulary notebook. However, teaching learners the dictionary skills was found to make a major contribution to the learners development of autonomy since it enables them to work independently of their teacher. Whether the learners adopted the dictionary skill is the question of the second point of view.

Second, the effects of dictionary instructions on the learners were more or less positive. Test results show that half of the students adopted the dictionary skills quite effectively. The second half of the students is believed to need more practice in order to develop their

skills properly. These findings lead to the conclusion that some dictionary skills can be acquired in a short time but some require more training and practice. To be more concrete, the learners were able to learn in a short time the chosen abbreviations and where a word is stressed. The skills that need to be improved are recognizing the part of speech, selecting the right meaning from an entry and finding the correct grammatical form of a word.

The most common mistakes that the students made and the reasons for this kind of mistakes are worth stating. Interestingly, it was disclosed that the most mistakes were made due to the context. Although the context can help the learners to identify the word meaning and its part of speech, they were not able to use it and then made irrelevant mistakes. The main reason was that the learners did not read the whole sentence before a dictionary look-up. They looked up the word that they were supposed to search and what was worse they took the meaning which appeared first. Then their answer was not correct, but without analyzing the sentence structure, the students were not aware of it. Similarly, when an entry contained many possible meanings, the students often chose the first one. These reasons caused that the students wrongly identified the parts of speech and meanings but it should be added that their incorrect answers could have been also caused by the lack of their grammatical knowledge.

The other problem was that the students were not able to find the relevant grammatical information in the dictionary. This concerned mainly the irregular verbs and their past inflection forms. Even though the learners were told about the appendix that contains the list of irregular verbs and that the irregular forms of the verbs are written only in the English-Czech part of the dictionary, most of them made mistakes in it. It was assumed that this kind of mistakes was caused by two reasons. First reason is similar to the previous one, the learners took the first meaning given to them without any further thinking of the sentence structure. Second reason is that the learners were not familiar enough with the dictionary layout and so they need more time to get used to it.

These findings helped us to conclude the following teaching implications. Firstly, some dictionary skills can be achieved in a short time but in order to use a dictionary effectively, learners need to be trained in it gradually and teachers should devote more time to it. Secondly, it is appropriate to instruct learners in using the context before they look up an unknown word and tell them that they should try to guess first its meaning or at least its part of speech. This can help learners to improve their ability to use a dictionary effectively.

It should be also mentioned that the findings of this project could have been influenced by the limited time, the students competence and also by their motivation. Some of the participants did not have to be motivated to learn dictionary skills at all and some of them could thirst for such knowledge. The fact that they were in the ninth grade and were already accepted into the secondary schools contributed to it as well. I also concluded an assumption that learners are not willing and patient enough to work with the printed dictionary due to its slowness. Nowadays they are influenced by the Internet and they would prefer online dictionaries. Even though I find the Internet as an indispensable part of our lives I assume that it takes the learners' patience and this patience is required when using a printed dictionary and also when receiving dictionary instructions.

To conclude, a dictionary is regarded as a very useful tool which can help learners to develop their vocabulary knowledge. In addition, it is believed that it can help them to improve their grammatical competence and moreover that it can promote their independence. Thus, it should not be neglected in the English lessons and it should deserve more attention.

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Appendix 1: the entry *money* from www.seznam.cz

money

- peníze
- hotovost
- peněžní
- peněžní prostředky
- zpeněžit
- razit peníze
- měna
- fondy

Slovní spojení:

money at call

- půjčka splatná na požádání

money back (get ..)

- peníze nazpět (dostat ..)

money back guarantee

- záruka vrácení peněz

money balances

- peněžní zůstatky

money belt

- opasek na peníze

money bill

- finanční předloha; osnova zákona; rozpočet

money broker

- peněžní zprostředkovatel; peněžní makléř; makléř

money can buy

- co se dá za peníze koupit

money capital

- peněžní kapitál

money changer

- směnárník

money channel

- peněžní kanál

money chargers

- směnárníci

money claims

- peněžní nároky

money count

- peněžní žalobní bod

money cowrie

- zavínutec

money creation

- tvorba peněz

money dealer

- směnárník

money dealing

- peněžní transakce

Appendix 2: the entry for the word *peníze* from www.seznam.cz

- money 🇨🇵
- penny
- pile
- wherewithall
- purse 🇨🇵
- bankroll (US)
- coin 🇨🇵
- bean 🇨🇵
- cost 🇨🇵
- currency 🇨🇵
- treasure 🇨🇵
- finance 🇨🇵
- wherewithal
- means 🇨🇵
- peníze - greenies
- lettuce 🇨🇵
- lolly
- loot 🇨🇵
- green back
- cabbage 🇨🇵
- moola
- bread 🇨🇵
- beans brass
- dosh
- gelt 🇨🇵
- savings 🇨🇵
- silver 🇨🇵
- stash
- necessary (the ...)
- shekels

Appendix 3: the entry for the word forget/zapomenout from Lingea dictionary

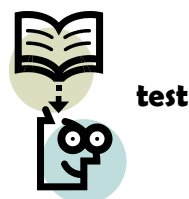
zapomenout *dok.* **1** (přestat si pamatovat) (na) *co* forget* (about) *sth*, (nevzpomenout si) fail to remember *sth*, *na koho/co* (omylem vynechat) (BrE) miss/leave* out *sb/sth*; **Zapomněl jsem jeho jméno.** I forgot his name.; **Úplně jsem na to zapomněl.** I completely forgot about it.; **Nezapomeň(te) na to.** Don't forget about it.; ▷ ~ *na co* **jako na smrt** clean forget *sth* **2** (přestat vzpomínat) *na koho/co* forget* *sb/sth*, (přestat myslet) put* *sb/sth* out of one's mind, dismiss *sth* from one's mind; ~ **na bolest** forget the pain; **Snažil se na ni ~.** He tried to put her out of his mind. **3** (nedbat) *na koho/co* forget*, (zanedbat) neglect *sb/sth* **4** (odpustit) *komu co* forgive* *sb (for) sth*, stop blaming *sb* for

sth; **To mu nikdy nezapomenu.** I will never forgive him that. **5** (opomenout) *udělat co* forget* *to do sth*; **Zapomněl jsem koupit mléko.** I forgot to buy milk. **6** (nevzít) *co kde* leave* *sth sw/h, co* leave* *sth* behind, forget* *sth*; **Zapomněl si ve vlaku sako.** He left his jacket on the train.

forget* [fə'get] *v* (pt -got, pp -got/-gotten) **1** *sth* zapomenout, nepamatovat si *co*, nevzpomínat si *na co*; **F~ about her.** Zapomeň na ni.; ▷ *sth one* **won't ~ in a hurry** *na co kdo* hned tak rychle nezapomene **2** *sth* zapomenout si *co*; **I forgot my keys.** Zapomněl jsem si klíče. **3** ~ *osf* přestat se ovládat, zapomenout se (začít se chovat nepřístojně ap.) ► **not ~ting** *sb/sth* nemluvě o *kom/čem*, a to nemluví o *kom/čem*, a v neposlední řadě *kdo/co* (při vyjmenovávání)

Appendix 4: Dictionary-using test

USING DICTIONARY -



1. Make nouns from these verbs and mark the stress.

V	N + stress
apologize	
choose	
cry	
decide	
fly	

2. Translate the underlined words into Czech and write their part of speech.

They had a short break¹ for lunch.

I took off² my coat because I was hot.

It's good to water³ the garden in the early morning and in the evening.

There was a deep well⁴ in the middle of the square⁵.

	Czech meaning	Part of speech
1		
2		
3		
4		
5		

3. Translate the sentences.

1. Minulé pondělí jsem dostal pokutu. _____

2. Jana lhala o svém věku. _____

3. Kočka ležela u krbu. _____

4. Před měsícem jsem letěl do Francie. _____

5. Potřebujeme informaci o odjezdu. _____

4. Can you match the British and American words with the same meanings?

BRITISH	AMERICAN
1. flat	a) mail
2. motorway	b) apartment
3. petrol	c) streetcar
4. post	d) gas
5. tram	e) freeway

5. Underline the word that is different.

fork, knife, spoon, meat

beef, mutton, veal, vegetarian

slim, thin, skinny, thick

lorry, truck, van, ship

bracelet, necklace, ring, ear

Appendix 5: one of the best tests

Ondrej Votruba



USING DICTIONARY - test

1. Make nouns from these verbs and mark the stress.

V	N + stress
apologize	<u>apology</u>
choose	<u>choice</u>
cry	<u>crying</u>
decide	<u>decision</u>
fly	<u>flight</u>

2. Translate the underlined words into Czech and write their part of speech.

They had a short break¹ for lunch.

I took off² my coat because I was hot.

It's good to water³ the garden in the early morning and in the evening.

There was a deep well⁴ in the middle of the square⁵.

	Czech meaning	Part of speech
1	<u>prázdnina</u>	<u>NOUN</u>
2	<u>svlečen</u>	<u>verb</u>
3	<u>zalévání</u>	<u>verb</u>
4	<u>průhled</u>	<u>Noun</u>
5	<u>okružník</u>	<u>Noun</u>

3. Translate the sentences.

1. Minulé pondělí jsem dostal pokutu.

2. Jana lhalo o svém věku.

3. Kočka ležela u krbu.

4. Před měsícem jsem letěl do Francie.

5. Potřebujeme informaci o odjezdu.

Last Monday I got a fine
fine (1) about how age
cat was lying about fireplace
I flew to France a month ago
we need more information about
departure

4. Can you match the British and American words with the same meanings?

BRITISH	AMERICAN
1. flat	a) mail 4
2. motorway	b) apartment 7
3. petrol	c) streetcar 5
4. post	d) gas 3
5. tram	e) freeway 2

5. Underline the word that is different.

fork, knife, spoon, meat
beef, mutton, veal, vegetarian
slim, thin, skinny, thick
lorry, truck, van, ship
bracelet, necklace, ring, ear

